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ABSTRACT

This annotated bibliography is designed to assist applicants for research support under part C of the Vocational Amendments Act of 1963 by providing access to documents, journal articles, and current projects related to vocational education for special needs populations. The report literature and journal articles cited were found in a computer-assisted search of "Resources in Education" (RIE), "Abstracts of Instructional and Research Materials" (AIM/ARM), and "Current Index to Journals in Education" (CIJE), and cover information most relevant to the topical area and representative of previous work. Entries cover the areas of bilingual vocational education, correctional vocational education, vocational education for migrants, and vocational education for the handicapped. Also included are instructions for ordering the cited materials. (NJ)

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ED 133 607

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Bibliography Series No. 33

SPECIAL NEEDS POPULATIONS

Annotated Bibliographies on Bilingual, Correctional, Migrant, and Handicapped Populations with Unique Vocational Education Needs

compiled by
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VT 103 530

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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October 1975

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OEOOS 7382

FOREWORD

The project staff of *Abstracts of Instructional and Research Materials in Vocational and Technical Education* (AIM/ARM) prepared this bibliography to help applicants for support of research under the Vocational Education Act of 1963, as amended (Section 131a of Part C). The bibliography provides access to documents, journal articles, and current projects related to special needs populations, one of four research priorities established by the U.S. Office of Education for fiscal year 1976. Other bibliographies corresponding to FY76 Part C research priorities include:

Adult Vocational Education (Bibliography Series No. 30)

Post-Secondary Vocational Education (Bibliography Series No. 31)

Individualization and Modularization of Vocational Education Instructional Materials (Bibliography Series No. 32)

CONTENTS

Introduction v

Bilingual Vocational Education 1

ERIC Documents 1
AIM/ARM Documents 19
Journal Articles 21
Current Projects 26

Correctional Vocational Education 27

ERIC Documents 27
AIM/ARM Documents 42
Journal Articles 53

Vocational Education for Migrants 59

ERIC Documents 59
AIM/ARM Documents 69
Journal Articles 72

Vocational Education for the Handicapped 75

ERIC Documents 75
AIM/ARM Documents 111
Journal Articles 123
Current Projects 134

How to Order Documents 139

INTRODUCTION

Vocational education for special needs populations has been designated as a priority area for research projects to be sponsored by the U.S. Office of Education during fiscal year 1976. When undertaking a research project it is important to take into consideration previous work and current activity in the same area so as to avoid duplication and build upon prior knowledge. Many reports on completed work have been announced in *Resources in Education* (RIE) or *Abstracts of Instructional and Research Materials in Vocational and Technical Education* (AIM/ARM) or described in journal articles announced in *Current Index to Journals in Education* (CIJE).

The report literature and journal articles cited in this publication were found in a computer-assisted search of RIE, AIM/ARM, and CIJE. These citations were selected from among a larger number uncovered in the initial search. The selected items were deemed relevant to the topical area and representative of previous work. As with most bibliographies, the inclusions are a product of the search strategies and the judgement of the compilers. Therefore, users of the bibliography should seek information from other sources as well.

The documents listed are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS) or the original source as indicated in the citation. The journals may be found in most state or university libraries. The current projects cited were selected from among those listed in AIM/ARM (Volume 7, Nos. 4-6; Volume 8, Nos. 1-3). Additional information about these projects may be obtained from the project directors listed.

BILINGUAL VOCATIONAL EDUCATION

ERIC Documents

ED105771 FL006866
CANADA COLLEGE'S ENGLISH INSTITUTE: A COMMUNITY COLLEGE PROGRAM FOR SPANISH-SPEAKING STUDENTS.
Sutherland, Kenton
Pub Date-74 Note-10p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors-Academically Handicapped/Bilingual Education/*College Language Programs/Community Education/*Curriculum Development/Curriculum Enrichment/Curriculum Problems/Educational Change/Educational Improvement/ Educational Innovation/*English (Second Language)/*Junior Colleges/*Spanish Speaking/Vocational Education
Identifiers-*California
This paper describes the history and development of a program of college preparation and language study for Spanish speakers at Canada College in Redwood City, California. The first step was to draw the local Spanish-speaking population to the college; this was done through a Latin festival. The second step, an assessment of educational needs, resulted in an ESL program designed specifically for Spanish speakers. Following the success of this program, courses were established which could be taught bilingually or in Spanish. Further curriculum innovations included secretarial courses and Spanish for Spanish speakers. Plans for the future include bilingual/ bicultural teacher training and vocational training. (AM)

ED104812 [illegible]009045
AN INTRODUCTION TO THE RAND CORPORATION'S STUDY OF THE CHANGE AGENT PROGRAMS SPONSORED BY THE U.S. OFFICE OF EDUCATION.
Mann, Dale
Office of Education (DHEW), Washington, D.C.
Pub Date-31 Mar 75 Note-12p.; A paper prepared for the symposium on "The Field Study of Programs for Educational Change," American Educational Research Association (Washington, D.C., March 1975)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors-*Bilingual Education/*Change Agents/*Educational Innovation/ Elementary Education/Federal Programs/Field Studies/*Reading/Research Methodology/Secondary Education/Surveys/*Vocational Education
Identifiers-Rand Corporation
The papers in this symposium reported methodology and results from the field case analysis portion of an ongoing study of federally-sponsored change

agent programs being conducted by the Rand Corporation. The study is a several-year exploration of projects designed to introduce and spread innovative school practices. The study examined the following federal change agent programs: (a) Elementary and Secondary Education Act Title III, Innovative Projects; (b) Elementary and Secondary Education Act Title VII, Bilingual Projects; (c) Vocational Education Act, Part D, Exemplary Programs; and (d) the Right to Read Program. The research strategy produced survey data-based exploration of 293 change agent projects, followed by an intensive case analysis-based exploration of 29 projects. The symposium dealt with the methodology and results from the second fieldwork phase of the study. (JS)

ED101167 CE002934

EL CHICANO: A CALL FOR COHESION.

Pub Date-71 Note-144p.; May be marginally legible

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

Descriptors-*Adult Basic Education/*Adult Vocational Education/American Indians/Bilingual Education/Bilingual Teacher Aides/Communication Skills/Cooperatives/Curriculum Development/*Early Childhood Education/Economic Development/Economic Education/English (Second Language)/*Mexican Americans/*Program Development/Research Needs

The purpose of the paper is to outline some of the problems and constraints which currently prevent the use of scarce resources to provide effective programs for Mexican-Americans and Indians in the Southwestern United States, and to propose a project designed to reduce bureaucratic constraints; focus is primarily on the preschool and elementary child (on developing programs which will help him negotiate the schools and on charging the schools to meet his needs). In addition, adults are involved in a three-phase program which includes adult basic education, training activities for adults who wish to work as teacher aides, and alternative training activities enabling adults to initiate "cooperatives" for establishing self-directed economic development enterprises of their own. Support activities include specific training for teachers and adults, as well as curriculum development efforts where materials are irrelevant or non-existant. Among the appendixes is a 45-page report titled "Research and Development Needs and Priorities for the Education of the Spanish-Speaking People," by Dr. Atilano A. Valencia in 1970, a Bureau of Research project undertaken by a selected committee for the Southwestern Cooperative Educational Laboratory, Inc. (Author/AJ)

ED100191 FL006652

FOREIGN LANGUAGES IN CAREER TRAINING.

Bigelow, Barbara; Morrison, Norman

Pub Date-75 Note-18p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-Career Education/Course Descriptions/Course Objectives/*Language Instruction/*Language Programs/*Peer Teaching/Program Descriptions/Secondary Education/*Second Language Learning/Teaching Methods/Vocabulary/Vocational Development/*Vocational Education/Word Lists

The foreign language/career education programs at Crossland Senior High School in Camp Springs, Maryland, is described. Crossland High maintains

two distinct divisions, the academic and the vocational. The new language program offers vocational students the opportunity to learn to speak and understand those foreign words and phrases most needed in their specific work areas. The vocational students are never required to memorize grammar rules or the spelling of foreign lexical items. Advanced foreign language students from levels three to five are the program instructors. Classes last thirty minutes each and are held weekly in the vocational classrooms. Instructional teams are set up with one teacher and several helpers per session. Each language student has at least one chance to teach a class. At present the program is in operation two days every week, involving upper level Spanish and German students and vocational students in a variety of areas. Samples of vocabulary lists for the courses and a lesson plan form used by the instructors are appended to the paper. (PMP)

ED096039 95 RC008067

POSITION PAPERS ON BILINGUAL BICULTURAL EDUCATIONAL MANPOWER DEVELOPMENT.

Montal Educational Associates, San Fernando, Calif.

Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Manpower Development and Training.

Grant-OEG-0-73-5237

Pub Date-Apr 74 Note-82p.; For related documents, see RC 008 068-072. Papers from Symposium for Bilingual Bicultural Educational Manpower Development (Washington, D.C., March 14-16, 1974)

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Descriptors-*Biculturalism/*Bilingual Education/Career Education/Curriculum Development/Educational Accountability/Educational Strategies/Federal Legislation/Females/Job Training/*Manpower Development/*Spanish Speaking/State-of-the-Art Reviews/*Symposia

Selected by the Division of Manpower Development and Training, U.S. Office of Education (HEW, Washington, D.C.), the Montal Educational Associates conducted a Symposium for Bilingual-Bicultural Educational Manpower Development. The Symposium's purpose was to bring together Spanish Speaking educational and manpower experts from throughout the nation to discuss and identify educational manpower priorities and to prepare position papers for critical review and commonality. Held on March 14-16, 1974, the participants were representative of Chicanos, Puerto Ricans, Cubans, and Latin Americans from each region in the United States; and observers from the U.S. Office of Education, the Department of Health, Education, and Welfare, and the Department of Labor. This publication consists of the position papers which were critiqued by 40 to 50 experts at the Symposium: (1) "Strategies for the Inclusion of the Spanish Speaking in the Implementation of the Comprehensive Employment and Training Act of 1973"; (2) "Career Education, the Comprehensive Employment and Training Act of 1973 and the Spanish Speaking"; (3) "Bilingual-Bicultural Curriculum"; (4) "A Humanistic and Objective Approach to Accountability"; (5) "Staff Development"; and (6) "The Needs of the Spanish Speaking Mujer in Woman-Manpower Training Programs." (NQ)

ED095410 95 CE001977

AN ASSESSMENT OF CULTURAL AND LINGUISTIC VARIABLES IN MANPOWER AND VOCATIONAL SKILL TRAINING PROGRAMS: FINAL REPORT AND SUMMARY.

Olympus Research Corp., Salt Lake City, Utah.

Spon Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Manpower Development and Training.

Grant-OEG-0-71-4777(335)

Pub Date-1 Jul 73 Note-476p.; Includes proceedings of the Conference on Cultural Linguistic Variables in Manpower Vocational Skills Training Programs (Washington, D.C., May 31-June 1, 1973); pagination is inconsistent, but document is complete

EDRS Price MF-$0.76 HC-$24.75 PLUS POSTAGE

Descriptors-American Indians/*Cross Cultural Studies/*Cultural Factors/ Educational Disadvantagement/Instructional Programs/Job Training/*Language Skills/Manpower Development/Mexicans/*Minority Groups/Negroes/Questionnaires/ Socioeconomic Influences/Sociolinguistics/Spanish Americans/Spanish Speaking/ Statistical Data/*Vocational Education

Identifiers-Appalachian Whites

The primary objectives of the study were: (1) to determine the extent to which cultural or language differences prevented members of the target group from profiting from vocational education and manpower training, and (2) to recommend remedies for any observed obstacles to successful training. Information was gathered primarily by questionnaire/interview surveys of administrative, support, and teaching staffs at manpower training centers. The minorities studied in the project were Blacks, Chicanos, Native Americans, and Appalachian Whites. Offering hypotheses about each specific minority group, the study concludes that cultural differences pose no significant obstacles. The final general hypotheses of the study is: Any effective assessment of the educational problems of minority members in training programs is not complete unless it considers the social, economic, and political realities of the trainees' environment. Two-thirds of the document consists of appendixes devoted to sample questionnaires, statistical summaries, and three related documents: (1) Perspectives on Black Manpower Vocational Development: Cultural Parameters. A Symposium; (2) Chicano Culture and Occupational Opportunity: A Panel Discussion; and (3) Proceedings of the Conference on Cultural Linguistic Variables in Manpower Vocational Skills Training Programs. (MW)

ED089072 CE001122

VOCATIONAL OPPORTUNITIES INTEGRATED IN CURRENT EDUCATION. FINAL REPORT.

Olive, Robert O.

San Antonia Independent School District, Tex.

Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Bureau No.-BR-0-361-0158

Grant-OEG-0-71-0586(361)

Pub Date-1 Aug 73 Note-75p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-*Bilingual Students/*Career Education/*Disadvantaged Youth/Dropout Prevention/Economically Disadvantaged/Job Placement/Job Skills/Models/Occupational Guidance/School Community Relationship/Socially Disadvantaged/Underachievers/Vocational Counseling/Vocational Development

Identifiers-*Career Awareness/Texas/VOICE

The objectives of the three-year Vocational Opportunities Integrated in Current Education (VOICE) project, carried on in the San Antonio Independent School District, were to develop and implement a career development and occupational awareness model program for elementary through senior high school students, to add dignity to the world of vocational occupations, and to help students relate academic subjects to occupational requirements. Special focus of the VOICE program was toward underachieving students with language difficulties (bilingual) and socioeconomic disadvantages who would be non-college bound and possible school dropouts. At the elementary and junior high school levels, project efforts were directed toward career awareness for students and teachers, while at the senior high school level, efforts were to provide saleable skills for graduating students, a vocational guidance counselor at each high school, and placement services for graduates. One of the outstanding characteristics of the VOICE program was the involvement of people from outside the school system, families of students, and the local business community. Third party evaluators felt VOICE was an effective model, as its concepts were incorporated into district schools, and that it created change in the thinking of the Mexican-American community. About half of the document is devoted to appendixes. (EA)

ED088995 CE001005

SPANISH I FOR TENTH GRADE: CURRICULUM GUIDE.

Harlandale Independent School District, San Antonio, Tex. Career Education Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-70 Note-135p.

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

Descriptors-Audiovisual Aids/*Career Education/Classroom Games/*Curriculum Guides/Educational Objectives/*Grade 10/Instructional Materials/Occupational Information/*Performance Specifications/Resource Materials/*Spanish/Teaching Methods/Units of Study (Subject Fields)

Identifiers-Texas

The purpose of this curriculum guide is to help the tenth grade teacher in his endeavor to fulfill his teaching responsibilities. Space is provided for teachers' additions, deletions, notes, and criticisms, which will be useful when the guide is revised. The guide is arranged in vertical columns relating the Spanish curriculum concepts to: curriculum performance objectives, career concepts and performance objectives, career information, suggested teaching methods, and resource materials. Occupational information for 37 different occupations includes job duties, educational requirements, salary range, and employment opportunities. Given in the appendix are: maps, tongue twisters, riddles, games, representative characters, sports, dances, and sources of Spanish speaking media. (EA)

ED082575 FL004590

BIBLIOGRAPHY OF SPANISH MATERIALS FOR STUDENTS, GRADES SEVEN THROUGH TWELVE.

California State Dept. of Education, Sacramento.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-72 Note-110p.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Descriptors-*Annotated Bibliographies/Art/*Bibliographic Citations/ Bibliographies/*Bilingual Education/*Booklists/Books/Catalogs/Dictionaries/ Documentation/Encyclopedias/Language Arts/Literature/Music/Physical Education/ Sciences/*Spanish/Vocational Education

This annotated bibliography of Spanish materials for students in grades seven through twelve is divided into the following categories: (1) Art, Drama, Music, and Poetry; (2) Books in Series; (3) Culture; (4) Dictionaries and Encyclopedias; (5) Literature; (6) Mathematics; (7) Physical Education, Health, and Recreation; (8) Reading and Language Arts; (9) Science; (10) Social Science; (11) Spanish Textbooks; and (12) Vocational Education, Hobbies, and Industrial Arts. The appendixes include a directory of publishers in the United States and abroad, and a directory of distributors. The annotations are in English. (SK)

ED078720 FL004571

BILINGUAL TRAINING SESSIONS. (A PARTIAL LISTING INCLUDING STAFF DEVELOPMENT COMPONENTS UNDER TITLE VII, ESEA)

New York City Board of Education, Brooklyn, N.Y. Bilingual Resource Center.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-May 73 Note-16p.; Dissemination List L- 16G(S)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-*Bilingual Education/Bilingualism/Cross Cultural Training/ *English/*Job Training/Manpower Development/Professional Training/Retraining/ *Spanish/Spanish Speaking/*Teachers/Teaching Skills/Teaching Techniques/ Training

Identifiers-Elementary Secondary Education Act Title VII/New York City Schools

This partial list, prepared by the Bilingual Resource Center in New York City, of bilingual training sessions includes staff development components under Title VII, ESEA. Among the projects are the In-Migrant School Community Project, Project BEST (Bilingual Education Skills Training), P.S. 25 (The Bilingual School), and the Integrated Bilingual Demonstration Project. (SK)

ED076291 RC006987

PROJECT HEART (HOSPITAL EMPLOYMENT AND RELATED TRAINING). FINAL REPORT.

Amador, Richard S.; McCune, Jalayne

Community and Human Resources Agency, Los Angeles, Calif.

Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Report No.-SRS-15-55284-9-01

Pub Date-Nov 71 Note-96p.

Available from-National Technical Information Service, Springfield, VA 22151 (PB-216-962/1, $0.95 MF, $3.00 HC)

Document Not Available from EDRS.

Descriptors-Dropouts/Educational Disadvantagement/Employment/English (Second Language)/*Health Occupations/Manpower Utilization/*Mexican Americans/*On-the-Job Training/*Pilot Projects/Social Disadvantagement/*Vocational Education

Identifiers-Hospital Employment and Related Training/*Project HEART

In the Mexican American community of East Los Angeles, two identifiable problems existed: (1) the need for training and employing educationally, socially, and vocationally disadvantaged Mexican Americans; and (2) the need to alleviate shortages of competent personnel in health areas. Pilot Project HEART (Hospital Employment and Related Training) was developed to determine if such a program, appropriately developed, could diminish these problems. The project developed and utilized criteria for selecting 50 trainees, with primary consideration given to the disadvantaged Mexican American who was a public welfare recipient, a high school dropout, unemployed or underemployed, low skilled, or inexperienced. Program content consisted of a paramedical on-the-job training program combined with "Instant Job Concept," vocational-remedial education, English as a Second Language, and supportive services. The project showed: it was feasible to train these people for paramedical jobs in poverty area hospitals if English language instruction and prejob training was provided; present methods for collecting data on these professions' manpower needs for such programs were inadequate and the available labor was limited because of low pay; public transportation was a primary prerequisite to employing poor people in such programs. (Author/NQ)

ED076268 RC006941

TASK FORCE ON EDUCATION, CABINET COMMITTEE ON OPPORTUNITIES FOR SPANISH SPEAKING PEOPLE, FISCAL YEAR 1971.

Cabinet Committee on Opportunities for Spanish Speaking People, Washington, D.C.

Pub Date-25 Jun 71 Note-18p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-Career Education/*Educational Needs/*Educational Programs/Elementary Education/*Federal Programs/Higher Education/*Needs/Secondary Education/*Spanish Speaking

Seventeen recommendations by the Education Task Force for the improvement of education for the Spanish speaking are given. These recommendations were made to the President and to departments which provide programs and services for the Spanish speaking. The recommendations pertain to funding applications, job specifications, teacher education, supplemental and supporting services, special programs, career education, elementary and secondary education, adult education, the needs of higher education, and community and junior colleges. Two of the recommendations are to: (1) ensure participation of Spanish speaking individuals in development of guidelines for programs which affect the educational attainment of their communities; and (2) intensify the efforts of the Commission on Civil Rights to insure equal educational opportunities for the Spanish speaking. The report also discusses the status

of federal programs, commenting on: the lack of specific goals and objectives; the lack of Spanish speaking in leadership positions; rules and regulations; proposal requests; panels; and prime contractors for federal government operations. (NQ)

ED075626 VT019934

STRENGTHENING MANPOWER PROGRAMS FOR SPANISH-SPEAKING AMERICANS. REPORT OF THE DEPARTMENT OF LABOR STUDY GROUP ON MANPOWER NEEDS OF SPANISH-SPEAKING AMERICANS.

Thompson, Lewin and Associates, Inc., Washington, D.C.

Spons Agency-Manpower Administration (DOL), Washington, D.C.

Pub Date-10 Nov 71 Note-146p.

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

Descriptors-*Disadvantaged Groups/Employment Opportunities/Employment Programs/*Job Training/Labor Education/Manpower Development/*Manpower Needs/*Spanish Americans/Surveys/Use Studies/*Work Experience Programs

This report summarizes the findings and recommendations of a study conducted cooperatively by a management consulting firm and a team of Spanish-speaking manpower specialists. Basic issues explored were: (1) What are the manpower needs of Spanish-speaking Americans; (2) How are manpower programs meeting the needs at present; and (3) What action can be taken by the Department of Labor, in cooperation with other federal agencies, to strengthen the delivery of manpower services. Findings revealed that: (1) The proportion of Spanish-speaking enrollees in manpower programs is lower than that for other disadvantaged groups; (2) the manpower programs with the lowest rates of Spanish-speaking participation are the major manpower activities in terms of monetary allocations, number of trainees, and job skills training; (3) Results of participation are poor in terms of completion of training, earnings, job retention, and upgrading; (4) Monolinguals and other severely educationally disadvantaged are generally screened out; (5) Programs are not tailored to unique language and cultural needs; (6) Neither manpower programs nor employment centers have given priority to Spanish-speaking people as they have done to other minorities; and (7) Involvement of Spanish-speaking persons in the planning and administration of programs has been minimal. (SN)

ED075541 UD013507

PROCEDURES FOR THE PREPARATION OF DESCRIPTIONS ON ASSESSMENT OF EXEMPLARY PROGRAMS. FINAL REPORT.

Shanner, William M.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Information Dissemination.

Report No.-AIR-20200-4-73-FR Bureau No.-BR-2-0200

Contract-OEC-0-70-3674

Pub Date-Apr 73 Note-140p.

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

Descriptors-Basic Skills/Bilingual Education/*Compensatory Education Programs/Educational Change/Elementary Education/*Information Dissemination/Inner City/Instructional Innovation/*Program Descriptions/Program Effectiveness/*Program Evaluation/*Reading Programs/Secondary Education/Spanish Speaking/Vocational Education

The chief purpose of this project was to prepare descriptions of exemplary programs in childhood education and reading having sufficient merit to be considered as visitation sites for other educators. The childhood education phase of this project was funded jointly by the Office of Economic Opportunity and the Office of Education. Its purpose was to select and document a variety of programs including Head Start, Follow Through, elementary and secondary programs in inner city schools, programs for Spanish-Speaking, and programs in basic skills and vocational areas for initial dissemination through the six Regional and National White House Conferences. In addition it was planned that OEO and OE could use the print and nonprint materials developed by the project for independent dissemination efforts. The exemplary reading programs phase of the project involved the field assessment of selected programs related to reading instruction and the verification of their effectiveness as demonstration sites for visits by personnel from other school districts. Program descriptions and leaflets were prepared for the 37 reading programs and 34 childhood education programs. Audiovisual documentation was prepared for 12 childhood education programs. This project was one in a series directed toward the wider dissemination of new and innovative practices in education, and was funded by the Office of Information Dissemination of OE. (Author/JM)

ED075117 RC006883

MEXICAN AMERICAN YOUTH AND VOCATIONAL EDUCATION IN TEXAS: SUMMARY AND RECOMMENDATIONS.

Schulman, Sam; et al.

Houston Univ., Tex. Center for Human Resources

Spons Agency-Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date-Feb 73 Note-66p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-*Career Choice/Community Attitudes/Dropout Attitudes/Employer Attitudes/*High School Graduates/*Mexican Americans/*Occupational Surveys/Parent Reaction/Trade and Industrial Education/*Vocational Education

Identifiers-*Texas

Included in this publication is a summary of principal findings and recommendations of the report entitled "Mexican American Youth and Vocational Education in Texas." The summary indicates that the Mexican American in Texas is more economically and educationally disadvantaged than his Anglo American counterpart. It is further concluded that, while the pattern of deprivation is similar in all parts of the state, the intensity of deprivation varies from region to region. Demographic data; the selection procedure; and attitudes toward life, school, cultural orientations, and vocational education (VE) are discussed for students, VE graduates, dropouts, employers,

parents, and community and school personnel in the summary section. In the recommendations section is a discussion of "The Manpower Background." It is indicated that Mexican Americans are poorly represented in the statewide labor force and that, historically, there has been a gap between developing jobs and vocational patterns which would affect all VE students, especially the Mexican American VE students. General recommendations are made in the areas of career education, the organization and planning of vocational programs, post-secondary vocational/technical education, and communication. Some areas in which specific recommendations are made include the retardation of educational achievements, the Spanish language, bicultural courses, the tracking of students, role models, and agricultural migrants. (HBC)

ED074824 FL003825

A PROJECT TO DEVELOP PRE-VOCATIONAL LITERACY MATERIALS FOR SPANISH-SPEAKING STUDENTS. FINAL REPORT.

Smith, Philip D., Jr.

West Chester State Coll., Pa. Center for Language Research and Services.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Report No.-Vocat-Educ-P-28-1028

Pub Date-Dec 72 Note-18p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-Audiovisual Aids/*Educational Experiments/*English (Second Language)/*Instructional Materials/Job Skills/Language Instruction/Language Skills/*Material Development/Modern Languages/Programed Instruction/Spanish Speaking/*Vocational Education

An educational experiment describing the development of prevocational English language and literary materials for non-English-speaking students is described in this report. The primary purpose of the project was to produce and to field test instructional materials for basic English language and literary skills via a series of supplemental, self-pacing, semi-programed, audiovisual units. The supplementary language units described in the report are intended to provide skills, concepts, and practice in a series of specially developed materials stressing linguistic problems which most often face the non-English-speaking student and inhibit progress toward vocational preparation. Program development and results derived from a modified Piers-Harris testing sample are discussed. (RL)

ED070355 FL003723

ORIENTATION IN BUSINESS ENGLISH: SECRETARIAL SERIES, TEXT 3.

Taylor, Marcia E.

Institute of Modern Languages, Inc., Washington, D.C.

Pub Date-72 Note-77p.

Available from-Institute of Modern Languages, Inc., Publications Division, 2129 S Street, N.W., Washington, D.C. 20008 (#1231, $2.50)

Document Not Available from EDRS.

Descriptors-Business Education/*Business English/*Business Skills/

*Conversational Language Courses/*English (Second Language)/Instructional Materials/Language Instruction/Language Skills/Listening/Non English Speaking/Second Language Learning/Secretaries/Speaking/Teaching Methods/*Textbooks/Vocabulary

This is the third text in a Business English series designed for non-English-speaking secretarial students. Its purpose is to teach conversational English at the intermediate level while providing students with useful information about various secretarial professions and about American culture. The ten lessons in the text are each divided into three parts: Part 1 focuses on some aspect of American culture, such as bank accounts, credit buying, or various forms of social recreation and entertainment; Part 2 is introduced by a reading passage which also functions as a job description for a particular secretarial position; each reading is followed by conversation drills, a paragraph summarization, an expansion exercise, and idiom exercises; Part 3 consists of a series of word exercises which focus on various words and phrases taken from the material presented in Parts 1 and 2. For the companion workbook, see FL 003 722. (Author/VM)

ED070354 FL003722

ORIENTATION IN BUSINESS ENGLISH: SECRETARIAL SERIES, WORKBOOK 3.

Taylor, Marcia E.

Institute of Modern Languages, Inc., Washington, D.C.

Pub Date-72 Note-88p.

Available from-Institute of Modern Languages, Inc., Publications Division, 2129 S Street, N.W., Washington, D.C. 20008 (#1232, $1.75)

Document Not Available from EDRS.

Descriptors-Business Education/*Business English/*Business Skills/*Conversational Language Courses/*English (Second Language)/Instructional Materials/Language Instruction/Language Skills/Listening/ Non English Speaking/Reading Skills/Second Language Learning/Secretaries/Speaking/Teaching Methods/Textbooks/Vocabulary/*Workbooks/Writing Skills/Written Language

This workbook accompanies the third text in a Business English series designed for non-English-speaking secretarial students. It supplements and reinforces the material in the text and gives the student practice in reading and writing what he has previously studied orally in class. The ten lessons in the workbook correspond to the ten lessons in the text. Each lesson is divided into three parts: Part 1 includes a narrative, a written comprehension exercise, and sentence paraphrasing practice on the subject of the life of a person who is working as a secretary; Part 2 consists of an idiom practice which reinforces the idioms encountered in the text and calls upon the students to write a paragraph utilizing these idioms; Part 3 consists of exercises which enable the student to test his ability to recognize and utilize the synonyms, antonyms, and homonyms previously presented in the text. For the companion text, see FL 003 723. (Author/VM)

ED070331 FL003562

ORIENTATION IN BUSINESS ENGLISH: SECRETARIAL SERIES, WORKBOOK 2.

Taylor, Marcia E.

Institute of Modern Languages, Inc., Washington, D.C.
Pub Date-72 Note-97p.
Available from-Institute of Modern Languages, Inc., Publications Division, 2129 S Street, N.W., Washington, D.C. 20008 (#1222, $2.75)
Document Not Available from EDRS.
Descriptors-Business Education/*Business English/*Business Skills/*Conversational Language Courses/*English (Second Language)/Instructional Materials/Language Instruction/Language Skills/Listening/Non English Speaking/Reading Skills/Second Language Learning/Secretaries/Speaking/Teaching Methods/Textbooks/Vocabulary/*Workbooks/Writing Skills/Written Language

This workbook accompanies the second text in a Business English series designed for non-English-speaking secretarial students. It provides written reinforcement of the material presented in that text; the fifteen lessons in the workbook correspond to the fifteen lessons in the text and give the student practice in reading and writing what he has previously studied orally in class. Each lesson is divided into three parts: Part 1 consists of either questions which require a written answer or answers which require a written question; Part 2 contains various exercises which are designed to reinforce the structures and secretarial skills presented in the text; Part 3 presents an illustrated reading which is essentially non-technical, focusing on some aspect of living in the United States, followed by comprehension questions, discussion questions, and paragraph writing practice. For the companion text, see FL 003 560. (Author/VM)

ED070329 FL003560
ORIENTATION IN BUSINESS ENGLISH: SECRETARIAL SERIES, TEXT 2.
Taylor, Marcia E.
Institute of Modern Languages, Inc., Washington, D.C.
Pub Date-72 Note-105p.
Available from-Institute of Modern Languages, Inc., Publications Division, 2129 S Street, N.W., Washington, D.C. 20008 (#1221, $3.00)
Document Not Available from EDRS.
Descriptors-Business Education/*Business English/*Business Skills/*Conversational Language Courses/*English (Second Language)/Instructional Materials/Language Instruction/Language Skills/Listening/Non English Speaking/Second Language Learning/Secretaries/Speaking/Teaching Methods/*Textbooks/Vocabulary

This is the second text in a Business English series designed for non-English-speaking secretarial students. Its purpose is to teach conversational English while providing students with useful information about secretarial skills and American culture. The fifteen lessons in the text are each divided into four parts: Part 1 focuses on some aspect of American culture and presents information through "Situation Sequences"; also through "Situation Sequences," Part 2 introduces new structures and vocabulary relevant to secretarial skills and terminology needed in a job situation; Part 3 contains material related to specific secretarial skills, such as correct telephone manners or the use of form letters; Part 4 of each lesson includes an illustrated reading which also functions as a job description, followed by comprehension questions and conversation practice. For the companion workbook, see FL 003 562. (Author/VM)

ED070325 FL003496

ORIENTATION IN BUSINESS ENGLISH: SECRETARIAL SERIES, WORKBOOK 1.

Taylor, Marcia E.

Institute of Modern Languages, Inc., Washington, D.C.

Pub Date-72 Note-127p.

Available from-Institute of Modern Languages, Inc., Publications Division, 2129 S Street, N.W., Washington, D.C. 20008 (#1212, $2.25)

Document Not Available from EDRS.

Descriptors-Business Education/*Business English/*Business Skills/*Conversational Language Courses/*English (Second Language)/Instructional Materials/Language Instruction/Language Skills/Listening/Non English Speaking/Reading Skills/Second Language Learning/Secretaries/Speaking/Teaching Methods/Textbooks/Vocabulary/*Workbooks/Writing Skills/Written Language

This workbook accompanies the first text in a Business English series designed for non-English-speaking secretarial students. It provides written reinforcement of the material presented in the text; the twenty lessons in the workbook correspond to the twenty lessons in the text and give the student practice in reading and writing what he has previously studied orally in class. Each lesson is divided into three parts: Part 1 contains questions which require a written answer or answers which require a written question; Part 2 consists of various exercises which focus on the structures or concepts which students have previously studied in the text; Part 3 contains an illustrated reading followed by comprehension and personal questions. For the companion textbook, see FL 003 495. (Author/VM)

ED070324 FL003495

ORIENTATION IN BUSINESS ENGLISH: SECRETARIAL SERIES, TEXT 1.

Taylor, Marcia E.

Institute of Modern Languages, Inc., Washington, D.C.

Pub Date-72 Note-134p.

Available from-Institute of Modern Languages, Inc., Publications Division, 2129 S Street, N.W., Washington, D.C. 20008 (#1211, $3.00)

Document Not Available from EDRS.

Descriptors-Business Education/*Business English/*Business Skills/*Conversational Language Courses/*English (Second Language)/Instructional Materials/Language Instruction/Language Skills/Listening/Non English Speaking/Secretaries/Speaking/Teaching Methods/*Textbooks/Vocabulary

This is the first text in a Business English series designed for non-English-speaking secretarial students. The purpose of this text is to teach basic converational English while providing students with an introduction to secretarial terminology and skills. Each of the twenty lesson has four parts: Part 1 focuses on the language used in social situations; Part 2 introduces new structures and vocabulary through "Situation Sequences"; Part 3 contains material related to secretarial skills; and Part 4 is an illustrated reading which is followed by comprehension questions. For the workbook accompanying the text, see FL 003 496. (Author/VM)

ED068693 VT017196

PRE-VOCATIONAL EDUCATION. EXEMPLARY PROGRAM FINAL REPORT.

Waterbury Board of Education, Conn.

Pub Date-16 Feb 71 Note-44p.

Available from-Research Coordinating Unit, Division of Vocational Education, Conn. State Dept. of Education, P.O. Box 2219, Hartford, Connecticut 06115

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-Community Resources/Curriculum Design/Curriculum Development/*Developmental Programs/*Disadvantaged Youth/*Educational Research/Grade 7/Grade 8/*Occupational Aspiration/Program Development/Program Evaluation/Research Projects/Spanish Speaking/Vocational Counseling/*Vocational Education

Identifiers-*Exemplary Projects

The intent of this exemplary program in prevocational education was to enhance the vocational awareness and aspirations of 238 disadvantaged seventh and eighth grade students of Puerto Rican background through an extensive career orientation program consisting of curriculum reform and co-curricular activities. The program's activities and procedures centered around creating a school oriented program on which outside community resources would focus. Some of these community-oriented activities included in-class instruction, projects, on-site job visitation, individual and group job oriented counseling, involvement of leaders of the Spanish community, and use of resource materials for instructional and enrichment purpose from community services and commercial establishments. Evaluation of the program was accomplished through utilization of many techniques, including such activities as administrative education, student evaluation as to participation and voluntary actions, and formal and informal testing of student's awareness of the world of work. Other aspects discussed in this report are: (1) time schedule, (2) budget, (3) explanation of curriculum design and development, and (4) instructional materials. (SB)

ED067522 AA001053

FULL-SCALE IMPLEMENTATION OF A PROCESS EVALUATION SYSTEM FOR PROGRAMS OF THE NATIONAL CENTER FOR THE IMPROVEMENT OF EDUCATIONAL SYSTEMS. VOLUME 1: SUMMARY.

Resource Management Corp., Bethesda, Md.

Spons Agency-National Center for Improvement of Educational Systems (DHEW/OE), Washington, D.C.; Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Report No.-RMC-R-UN-172

Pub Date-Nov 72 Note-91p.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Descriptors-Bilingual Education/*Data Analysis/*Data Collection/Early Childhood/*Educational Development/*Evaluation Methods/*Improvement Programs/Leadership/Pupil Personnel Services/Questionnaires/Special Education/Teacher Education/Teacher Educators/Vocational Education

The second year of effort in the development of a process evaluation system for the programs of the National Center for the Improvement of

Educational Systems (NCIES) is reported. The activity involved the full-scale implementation of the system in 438 projects in 12 NCIES programs. Programs included are: Bilingual Education, Early Childhood, Educational Leadership, Pupil Personnel Services, School Personnel Utilization, Special Education, Teacher Corps, Teacher Development for Desegregating Schools, Training of Teacher Trainers, Urban/Rural School Development, Vocational Education 552, and Vocational Education 553. For the second year, the system was refined and a new questionnaire developed. The main output of this study was six volumes. This volume presents the analysis of the data collected, conclusions, and recommendations for the programs and for the Center as a whole. Also included is an Appendix, containing a description of the methodology used in the project. (Author/CK)

ED063848 FL003209

TEACHING ENGLISH FOR VOCATIONAL USE IN AN UNDEVELOPED COUNTRY.

Lamacraft, K. R.

Pub Date-Jan 72 Note-18p.; Speech presented at the winter meeting of the International Association of Teachers of English as a Second Language, Middlesex, England, January 1972

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-*Adults/Cultural Background/Cultural Differences/Curriculum Design/Developing Nations/Economic Development/*English (Second Language)/Instructional Materials/Language Styles/*Teacher Education/*Teaching Methods/Technical Education/Textbooks/*Vocational Education

Identifiers-*Territory of Papua and New Guinea

In an underdeveloped country such as New Guinea, the viability of the economy depends on the ability of the inhabitants to supply the skilled manpower to compete in a technological world. The key to this is largely the mastery of a world language--in this case, English. Mastery must cover the vocation of the worker, since English in a vocational setting has significant differences in structure, vocabulary, and idiom from normal conversational English. The most effective way of developing this mastery is by utilizing vocationally-qualified persons trained to apply the modern techniques of foreign language teaching in a real vocational setting. (Author)

ED062986 JC720143

THE ADMINISTRATIVE ASPECTS OF THE DEVELOPMENT OF A BILINGUAL SECRETARIAL/CLERICAL PROGRAM AT SANTA ANA COLLEGE.

Russo, John V.

Pub Date-Jun 72 Note-21p.; Seminar paper

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-*Bilingual Education/*Business Education/*Junior Colleges/*Mexican Americans/*Office Occupations/Student Needs

At Santa Ana College (California), a bilingual secretarial/clerical program was proposed to meet the needs of their predominately Mexican and bilingual community, and to help meet the demand for bilingual employees. The goal of the program was to raise the proficiency of these students to that of the Anglo graduates so that they could perform all functions with

skill at the entry level but also use their bilingual background advantageously. The report includes an outline of the curriculum, a description of the facilities and equipment, and a discussion of various learning aids used including individualized instruction, learning laboratories, an instructor of Spanish-speaking background, and an instructional aide. A budget analysis containing the necessary facilities, equipment, and personnel is included. (RN)

ED061832 FL003098

AUDIO-VISUAL AIDS TO THE LEARNING OF EFL FOR VOCATIONAL PURPOSES.

Lee, W. R.

Pub Date-Jan 72 Note-14p.; Paper presented at the International Association of Teachers of English as a Foreign Language meeting, Middlesex, England, January 1972

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-*Audiovisual Aids/*Classroom Techniques/*English (Second Language)/Films/Instructional Materials/Instructional Media/Language Instruction/Language Laboratories/Language Research/Pronunciation/Second Language Learning/Tape Recordings/*Teaching Methods/Television/Visual Aids/Vocabulary Development/*Vocational Education

Audiovisual aids can be helpful in language learning associated with education in a particular vocational field. While students in all fields must master the grammar of a language, the vocabulary needed may vary according to the vocation a student has chosen. Audiovisual aids can help a student preparing for a particular occupation. Visual aids can illustrate environment and situations for language use. Recordings of people on-the-job provide examples of dialect pronunciations and idiosyncratic or so-called careless speech. Through audiovisual aids, the student can obtain a good idea of the linguistic demands of a particular job or occupation through glimpses of the work or activity to which the language relates. (Author/VM)

ED055151 VT010827

BASIC OCCUPATIONAL LANGUAGE TRAINING (BOLT). FINAL REPORT.

Puerto Rican Forum, Inc., New York, N.Y.

Spons Agency-Manpower Administration (DOL), Washington, D.C. Office of Special Manpower Programs.

Pub Date-69 Note-121p.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Descriptors-*Demonstration Projects/English (Second Language)/*Job Skills/*Language Development/Manpower Development/*Puerto Ricans/*Second Language Learning/Statistical Analysis/Tables (Data)/Vocational Adjustment/Vocational Education/Work Attitudes

Identifiers-*Basic Occupational Language Training/BOLT

This 18-month phase of a continuing demonstration project was designed to develop and test a program of English literacy training for Puerto Rican workers. Participation in the Basic Occupational Language Training (BOLT) program was based on the assumptions that an intensive exposure basis will result in significant improvement in job-related and non-job-related English language capability as measured by designated tests and follow-up, and

improvement in language capability will contribute significantly to persistence, success in and benefit from specific job upgrading programs, as derived from analysis of skill training reports and follow-up in employment. Other than the positive results that language improvement does, in fact, occur, and that it contributes to job retention and upgrading, other inferences can be made from the data from computer analysis and a range of evaluation data compiled. The assumption that older men resist training is unwarrented as shown by significant increases in language competency in 40- and 50-year-old students. The report gives an account of techniques and actions which resulted in a continuation of the experimentation in a second phase now in progress. (Author)

ED051927 RC005333
VOCATIONAL-TECHNICAL EDUCATION AND THE MEXICAN-AMERICAN.
Saavedra, Louis E.
Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.
Pub Date-70 Note-19p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors-Academic Aptitude/Academic Failure/Age Differences/*Area Vocational Schools/Educational Change/*Ethnic Studies/*Mexican Americans/Parent Attitudes/Socioeconomic Influences/*Student Attitudes/Success Factors/*Vocational Education
Identifiers-Albuquerque Technical Vocational Institute
The increased rise of technology is rapidly building the image of vocational education as a legitimate endeavor of public education. The poor esteem in which vocational education has been held results from the combined attitudes of students, parents, and educators, and is especially evident among minority groups because of its second-class status. Data drawn from a vocational technical institution in New Mexico indicate that the number of high school youth choosing vocational education does not differ significantly with regard to ethnic characteristics. However, more Spanish-surnamed young adults are enrolled in post high school programs, such as the Albuquerque Technical-Vocational Institute, than are students with other surnames. Additionally, once enrolled in vocational technical programs, Spanish-surnamed students tend to be more successful than students having other surnames. (DA)

ED044677 AL002651
PREVOCATIONAL ENGLISH. TEXTS 1-2, Workbooks 1-2.
Institute of Modern Languages, Inc., Washington, D.C.
Pub Date-70 Note-466p.; 4 vols
Available from-Institute of Modern Languages, Inc., 2125 S Street, N.W., Washington, D.C. 20008 ($4.75 per set)
Document Not Available from EDRS.
Descriptors-*Adult Vocational Education/Audiolingual Methods/Connected Discourse/*English (Second Language)/Illustrations/*Instructional Materials/*Language Instruction/Workbooks
The Institute of Modern Languages' "Prevocational English" series

(Levels I and II) is designed to teach basic conversational English while providing an introduction to technical skills. Each student's text has 20 lesson units of four parts each: Part I covers language used in everyday social situations; Part II introduces new structures and vocabulary through "Situation Sequences"; Part III covers technical materials presented through situations, teaching basic information about tools, measuring, mathematics and various trades; Part IV contains an illustrated reading followed by comprehension questions. When applicable, the comprehension questions are followed by personal questions which give the student an opportunity to talk about his own activities. The "Situation Sequences" and the "Personal Questions" sections are intended to ensure that the student is "involved in meaningful communication, not mere memorization of the text." The corresponding workbooks for Levels I and II provide written reinforcement of the text materials and each contains 20 two-part lessons consisting of illustrated questions and illustrated readings. An accompanying Teacher's Manual is forthcoming. For a description of the IML's "Situational Reinforcement" series, see ED 024 935. (AMM)

AIM/ARM Documents

VT019755
Mar 73
MANPOWER REPORT OF THE PRESIDENT: A REPORT ON MANPOWER REQUIREMENTS, RESOURCES, UTILIZATION, AND TRAINING.
Department of Labor, Washington, D.C.
100
EDRS Price MF-$0.65 HC-$9.87
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402
Descriptors-*Unemployment/*Employment/*Manpower Utilization/*Manpower Development/*Manpower Needs/Tables (Data)/Human Resources/Labor Force/Economic Change/Employment Problems/Population Trends/State Government/Spanish Americans/Federal Government/Spanish Speaking/Local Government/Employment Opportunities/*Revenue Sharing
This report describes changes in the rate of economic recovery in 1972 and analyzes rates of unemployment that occurred following Phase II of President Nixon's new economic policy. Chapter 1, "The Employment and Unemployment Record," discusses the major gains in employment achieved in 1972, while Chapter 2, "Manpower Programs: A New Role for States and Localities," highlights the latest developments in manpower revenue sharing--an effort to decentralize planning and management, which should provide states and localities with a greater role in regrouping and consolidating program activities. Manpower needs of the future are discussed in Chapter 3, "Population Changes: A Challenge to Manpower Policy," and a manpower profile and discussion of programs for the Spanish Speaking are offered in Chapter 4, "Spanish-Speaking Americans: Their Manpower Problems and Opportunities." Improvements in employment service management systems and tables illustrating U.S. Department of Labor statistics on the labor force are appended. (SB)

VT013027
Feb 71 73p.
Robles, Gabriel, ed.
PROBLEMS AND POSITION PAPERS ON MANPOWER ENGLISH AS A SECOND LANGUAGE.
Southwest Area Manpower Inst. for Development of Staff, Santa Monica, Calif.
MF Available in VT-ERIC Set.
Descriptors-*English (Second Language)/*Adult Vocational Education/*Spanish Americans/Employment Problems/Program Descriptions/Educational Needs/Cultural Isolation/Resource Materials
Manpower English as a Second Language (MESL) is an instructional program designed for students whose knowledge of English is inadequate for employment.

This report describes MESL and compares it with traditional ESL programs. Theme position papers investigate sociophysiological implications of language learning, survival English, utilization of teacher-prepared materials and commercial text, and the effective use of audiovisual aids. Teaching materials are included. (BH)

VT006485
2 Jan 68 928p.
Slotkin, Herman
CURRICULUM MATERIALS DEVELOPED UNDER A CONTRACT WITH THE NEW YORK STATE DEPARTMENT OF EDUCATION, A REPORT AND APPENDICES A-R.
New York City Board of Education, N.Y.
EDRS Price MF-$3.50 HC Not Available from EDRS.
Descriptors-*Vocational Education/*Teaching Guides/Workbooks/*Instructional Materials/Remedial Instruction/Remedial Programs/*Basic Skills/*Group Counseling/Illiteracy/Non English Speaking/*Disadvantaged Youth
Identifiers-New York City
Developed for use in a manpower development and training program, these curriculum materials include: (1) Occupationally-related language arts and mathematics courses of study (Appendixes A-J); (2) Occupationally-related remedial lesson materials for native born illiterates and non-English speaking trainees (Appendixes K-O); and (3) Discussion materials for occupationally-oriented group counseling (Appendixes P-R). Appendixes contains: (1) Commercial occupations basic education; (2) Distributive occupations basic education; (3) Reading comprehension, literature, correctness of expression, and social studies work books; (4) Science, mathematics, correctness of expression, reading comprehension, and literature teaching guides; (5) Pitman alphabet and traditional orthography remedial reading for auto service station attendants; (6) Non-English speaking trainee basic education for varied occupations; (7) Sample language arts lessons for English as a Second Language; (8) Reading units in commercial occupations; and (9) Planning models for group counseling. Pretesting to determine areas of student weakness and flexible instructional time based upon student comprehension is recommended with this series. (Not available in hard copy due to marginal legibility of original document.) (DM)

Journal Articles

EJ111902 AA519978
WHAT CAN CAREER EDUCATION OFFER THE BILINGUAL BICULTURAL STUDENT?
Arevalo, Mary R. Thrust for Education Leadership; 4; 3; 15-7 Jan 75
Descriptors-*Bilingual Students/*Career Education/*Student Development/*Self Concept/*Student Motivation/Educational Objectives/Student Interests/Biculturalism
Defined Career Education and Bilingual Education and outlined the objectives and responsibilities of both in providing bilingual-bicultural students the educational tools to assist them in making decisions necessary for achieving their goals. (Author/RK)

EJ108652 CE502159
DU NOUVEAU DANS L'ENSEIGNEMENT PROFESSIONAL AU NOUVEAU BRUNSWICK
Le Blanc, L. P. Canadian Vocational Journal; 10; 3; 18-21 Nov 74
Descriptors-*Program Descriptions/*Adult Vocational Education/*Foreign Countries/*Individualized Instruction/Monolingualism/Bilingualism/Trade and Industrial Education/Carpenters/Educational Problems/Instructional Materials
Identifiers-*Canada
In French, the author traces the development of vocational education in New Brunswick; despite a general decrease in school enrollment, adult vocational training has increased. A "modular" carpentry course illustrates an individualized approach minimizing the problem caused by unilingual instruction of students, some of whom speak English, some, French. (Author/AJ)

EJ105384 CE501815
CAREER-ORIENTED APPROACH TO BOOKKEEPING/ACCOUNTING
Merrick, Norman; Chickadonz, LaVon Business Education Forum; 29; 2; 18-20 Nov 74
Descriptors-*Bookkeeping/*Accounting/*Career Planning/*Job Skills/Business Education/Spanish Speaking/Units of Study (Subject Fields)/Individualized Instruction/Core Courses/Teaching Techniques
Identifiers-*Program Approach
The Los Angeles Unified School District implemented the "program" approach to the teaching of bookkeeping and accounting in a predominantly Spanish speaking school where there had been a significant decrease in enrollment in bookkeeping classes. (BP)

EJ102123 CE501416
MAKING IT

Ingram, Theodore; Robinson, Clarence L. Technical Education Reporter; 1; 2; 50-5 Jul/Aug 74

Descriptors-*Occupational Aspiration/*Technical Education/*Minority Groups/*Employment Opportunities/*Disadvantaged Youth/Negroes/Spanish Speaking/Females/Teacher Education/Vocational Counseling

Progress, problems, and solutions for minority groups--including women--in technical education are recounted by the authors, who urge colleges for technical educators to devise courses and internships which focus on technical education for minority groups and the disadvantaged. (AJ)

EJ096235 FL506064

A SUGGESTED STRATEGY FOR "VOCATIONAL" COURSES IN ENGLISH FOR ADULTS

Pittman, G. A. English Language Teaching Journal; 28; 2; 125-30 Jan 74

Descriptors-*English (Second Language)/*Adult Vocational Education/*Language Instruction/*Instructional Materials/*Course Descriptions/Adult Students/Vocational Education/Teacher Guidance/Vocabulary/Remedial Instruction

EJ085596 CE500092

CAREER EDUCATION AND MINORITY STUDENTS

De los Santos, Alfred G., Jr. Illinois Career Education Journal; 31; 1; 10-14 Aut 73

Descriptors-*Career Education/*Minority Groups/*Mexican Americans/*Community Colleges/Vocational Counseling/Curriculum Development/Career Choice

Problems with the implementation of the concept of career education are discussed with reference to the special needs of Mexican Americans.

EJ076675 FL504472

A PRELIMINARY LOOK AT POTENTIAL JOB ALTERNATIVES FOR BILINGUAL STUDENTS AND STUDENTS OF FOREIGN LANGUAGES: A CAREER EDUCATION CONCEPT

Walser, F. LeRoy Bulletin of the Association of Departments of Foreign Languages; 4; 4; 12-14 May 73

Descriptors-Bilingual Education/Career Choice/*Career Education/Career Opportunities/*Employment Opportunities/*Modern Languages

Paper presented at the Annual Meeting of the Association of Departments of Foreign Languages, December 26, 1972, New York, New York. (DS)

EJ075272 AC502463

SELF-IMAGE--AN INTEGRAL PART OF VOCATIONAL TRAINING

Gray, Page Adult Leadership; 21; 10; 331-2 Apr 73

Descriptors-*Business Education/Business English/*English (Second Language)/Manpower Development/*Self Esteem/*Vocational Education

Describes a vocational education program in which English was taught as a second language, helping to instill in the participants a better view of themselves as well as hopes of gainful employment. (GR)

EJ070214 VT504485
HELP WANTED: VOCATIONAL TRAINING FOR THE BILINGUAL JOB MARKET
Petrello, George J.; Petrello, Barbara Business Education Forum; 27; 4; 7-8 Jan 73
Descriptors-Business Education/*Educational Needs/Employment Opportunities/*Job Training/*Labor Market/Language Skills/Occupational Surveys/*Second Language Learning/*Vocational Education

EJ068790 VT504364
A CHANCE TO BE
Marshall, Patricia Manpower; 4; 9; 16-22 Sep 72
Descriptors-*Bilingual Education/*Disadvantaged Groups/General Education/Government Role/Job Placement/*Manpower Development/*Spanish Americans/Vocational Education
Identifiers-*Operation SER
Ser, the Spanish verb to be, is used as an acronym (Service, Employment, and Redevelopment) for a national manpower effort directed by and for Spanish-speaking Americans. (MF)

EJ068789 VT504363
THE JOB CORPS LEARNS SPANISH
Stevenson, Gloria Manpower; 4; 9; 7-14 Sep 72
Descriptors-Biculturalism/*Bilingual Education/*Disadvantaged Groups/Employment Services/General Education/Job Training/Language Programs/*Second Language Learning/*Spanish Americans
Identifiers-*Job Corps
A number of Job Corps centers, both national and regional, have been staffed to serve the Spanish-speaking with bilingual and bicultural programs, including job training programs. (MF)

EJ067691 VT504229
REMEDIATION FOR VERBALLY DEFICIENT STUDENTS IN THE HEALTH SCIENCES
Sparks, Leroy R.; Gizis, Evangelos American Vocational Journal; 47; 8; 53-54 Nov 72
Descriptors-*Curriculum/*Health Occupations Education/Health Personnel/*Instructional Programs/Remedial Instruction/*Remedial Programs/Second Language Learning
Identifiers-Hostos Community College/*Verbally Deficient Students

EJ052913 VT503309
TEACHING THE SPANISH-AMERICAN
Garcia, Nelda C. Business Education Forum; 26; 5; 19-20 Feb 72
Descriptors-*Business Education/*Language Skills/Remedial Programs/*Spanish Americans/Speech Improvement/Vocabulary Development

EJ049385 VT503071
BILINGUAL EDUCATION FOR OFFICE OCCUPATIONS
Emery, Maxine Business Education World; 51; 3; 4-5 Jan-Feb 71
Descriptors-*Bilingual Education/*Business Education/*Mexican Americans/*Office Occupations Education/Program Descriptions/Program Development/*Student Needs
Purposes of this program are to improve job opportunities for Spanish-speaking students and to help transmit an understanding between the two cultures by developing heritage appreciation and by applying the best of both cultures to the world of work. (Author)

EJ043888 AA510489
LESSONS FROM THE SCHOOLS OF OTHER NATIONS
Sweeney, Don American Education; 7; 8; 8-13 Oct 71
Descriptors-*Bilingual Education/*Comparative Education/*Economic Factors/*Educational Problems/*Vocational Education
Study of the schools of foreign nations who have educational problems similar to those of the United States will provide some insight into our schools' needs. (CK)

EJ023143 TE900119
TESTING VOCATIONAL ENGLISH
Pendlebury, A. C. English Language Teaching; 24; 3; 254-260 May 70
Descriptors-*English (Second Language)/*Language Tests/*Test Construction/Vocabulary Development/*Vocational Education
Defining vocational English as a specific vocabulary of individual words and phrases connected with a certain occupation, the author outlines principles of testing, lists types of vocational English tests, and attempts to show that in constructing such tests a whole range of types of question can be used. (FB)

EJ023141 TE900117
THE TEACHING OF ENGLISH TO THE NON-ENGLISH-SPEAKING TECHNICAL STUDENT. 2: RELATING THE STRUCTURES TO THE CONTEXTS OF SITUATION
Garwood, C. H. English Language Teaching; 24; 3; 244-250 May 70
Descriptors-Developing Nations/*English (Second Language)/*Interdisciplinary Approach/*Scientific Concepts/Scientific Methodology/*Sentence Structure/*Technical Education/Verbs
. . . the main functions of certain texts are set out here, and these provide some definite objective in the teaching of structures for the teacher of English who has to deal with technical students. "Part 1 appeared in English Language Teaching"; 24; 2; 120-124 Jan 70. (FB)

EJ020480 TE900090
THE TEACHING OF ENGLISH TO THE NON-ENGLISH-SPEAKING TECHNICAL STUDENT. 1: THE CONTEXT OF SITUATION

Garwood, C. H. English Language Teaching; 24; 2; 107-112 Jan 70

Descriptors-Cultural Context/Developing Nations/*English (Second Language)/ Language Learning Levels/*Language Styles/*Teacher Role/Teaching Methods/ *Technical Education/Vocabulary Skills/Writing Skills

Urging that the technical student be taught the kind of English which he will encounter in his classes and textbooks, the author uses examples from chemistry textbooks to illustrate the kind of situation and the language material found in one particular area of study. To be continued in a later issue. (FWB)

Current Project

VTP 1650
Title: The Educational and Occupational Aspirations - Rural and Minority Youth in New Mexico.

Initiator: Everett D. Edington
Institution: New Mexico State University, Las Cruces
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to December 25, 1975

Objectives: (1) To determine the level of educational aspirations and expectations held by three cultural groups in rural New Mexico; (2) To determine the level of occupational aspirations and expectations held by three cultural groups in rural New Mexico; and (3) To determine the level of mobility expectations held by three cultural groups in rural New Mexico.
Methodology: Voluntary responses to a questionnaire will be obtained from a geographically stratified sample of tenth and twelfth grade students. The sample will include at least one hundred respondents from each of the rural populations of Indians, Mexican Americans, and Anglos for a total sample exceeding six hundred. The responses to the questionnaire will provide measures of the above objectives as well as measures of divergence between aspiration and expectation for education, occupation, and mobility.

CORRECTIONAL VOCATIONAL EDUCATION

ERIC Documents

ED102406 CE003135
CORRECTIONS EDUCATION IN OREGON: A WAY TO PROCEED. A REPORT TO THE STATE CORRECTIONS EDUCATION COMMISSION.
Salmony, Lawrence D.
Oregon State Educational Coordinating Council, Salem.
Spons Agency-Oregon State Law Enforcement Council, Salem.
Report No.-ECC-18-74
Pub Date-Jun 74 Note-254p.
EDRS Price MF-$0.76 HC-$13.32 PLUS POSTAGE
Descriptors-Adult Basic Education/College Instruction/College Programs/*Community Education/*Correctional Education/Educational Objectives/Educational Programs/Educational Research/Program Descriptions/Program Evaluation/*Program Improvement/Rehabilitation Programs/School Community Relationship/Social Change/*Staff Improvement/*State Programs/Vocational Education/Vocational Rehabilitation/Work Experience Programs
Identifiers-*Oregon
In attempting to address the problems that are embraced by the term "corrections education," the study identifies three areas of inquiry: client education, staff education, and community education. Focusing on state funded corrections education programs in Oregon, data for the study were collected in 1973. Existing programs are reviewed highlighting those areas in need of change, current research applications, educational goals, and program recommendations are examined in the following areas of concern: (1) client education, (2) adult basic education, (3) vocational/paraprofessional education, (4) college education, (5) education release, (6) staff education, and (7) community education. It is concluded that solutions to society's crime problems lie in the area of "societal restructurings" rather than with behavior modification of individuals in correctional institutions. The study's lengthy and detailed recommendations include modifying existing programs and developing new programs to provide for a higher quality of education for corrections staff and the community at large and improved education and training opportunities for corrections clientele. (Author/MW)

ED101170 CE002939
A SURVEY OF THE STUDY-RELEASE POLICIES OF AMERICAN CORRECTIONAL AGENCIES.
Smith, Robert R.; et al.
Rehabilitation Research Foundation, Montgomery, Ala.
Spons Agency-Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.-DLMA-21-01-73-38-10-RRF-318-5-74
Pub Date-May 74 Note-14p.
Available from-National Technical Information Service, Sprinfield, Virginia 22151 ($3.00)
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors-Community Programs/*Correctional Education/Correctional Rehabilitation/*Corrective Institutions/Educational Policy/*National Surveys/*Rehabilitation Programs/*Released Time/Vocational Education/Vocational Rehabilitation
Identifiers-*Study Release Programs
The report describes the results from a survey of the study-release policies of the 50 state correctional systems, the District of Columbia Department of Corrections, and the Federal Bureau of Prisons. The data reported are for the year 1971, and they were collected during 1972. Every correctional agency responded to the survey questionnaire and, of the 52 agencies contacted, 42 operated study-release programs at the time of the survey. Of a total of 3,087 offenders who had participated in study-release during the year, only 74 (2 percent) absconded from the program. Forty agencies indicated that study-release helped their rehabilitation efforts. (Author)

ED099522 CE002602
EDUCATION--PENAL INSTITUTIONS: U[illegible] AND EUROPE.
Kerle, Ken
Pub Date-May 74 Note-41p.; Revised Paper prepared for delivery at the Institute on Action Research and Justice Management (The American University, Washington, D.C.)
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors-*Adult Basic Education/Adult Education/*Adult Vocational Education/College Instruction/*Correctional Education/Corrective Institutions/Correspondence Study/Federal Legislation/Federal Programs/*Foreign Countries/Group Therapy/Humanization/Programed Instruction/*Trade and Industrial Education
Identifiers-*Europe/GED/United States
Penal systems of European countries vary in educational programs and humanizing efforts. A high percentage of Soviet prisoners, many incarcerated for ideological/religious beliefs, are confined to labor colonies. All inmates are obligated to learn a trade, one of the qualifications for release being evidence of some trade skill. Swedish institutions, leaders in humanizing efforts, offer vocational/industrial training, continuing education, and follow-up educational programs. The Finnish penal programs, although limited to elementary instruction, indicate a strong progressive strain. Education is a feature of all penal institutions in England. Of the French inmates involved in education, about one-fourth are enrolled in correspondence courses. Italy, prohibited by legislation from organizing schools in prisons, provides vocational training. Elementary academic education is provided in Portugal, Yugoslavia, Poland, Greece, and Hungary; vocational training is emphasized in Belgium and Poland. Dutch penal staffs provide impressive group therapy experimental programs. In the United States, programed instruction and college

education provision are current trends. Although a national strategy for adult basic educational training exists, General Education Development (GED) research is lacking. Vocational training, which is often provided, is weak. (EA)

ED097499 95 CE002267

A GUIDE TO CORRECTIONAL VOCATIONAL TRAINING: THE FIRST NATIONAL SOURCEBOOK.

Earle, Vicki; et al.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; New England Resource Center for Occupational Education, Newton, Mass.

Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Grant-OEG-0-4371

Pub Date-Jul 73 Note-433p.

EDRS Price MF-$0.76 HC-$22.21 PLUS POSTAGE

Descriptors-Apprenticeship/College Cooperation/*Correctional Education/*Correctional Rehabilitation/Distributive Education/*Guides/Interagency Cooperation/Interinstitutional Cooperation/Off-the-Job Training/Professional Education/*Program Descriptions/Rehabilitation Counseling/*Rehabilitation Programs/Technical Education/Trade and Industrial Education/Vocational Education/Vocational Rehabilitation/Work Experience Programs

The sourcebook is the result of the first major, nationwide research project designed to produce detailed information on how various inmate training programs are implemented, financed, and operated. Most of the book is devoted to reports on individual training programs operating in correctional institutions, or serving inmate-students in outside training facilities. The 66 program descriptions are organized by type into seven chapters: (1) school and college cooperative programs; (2) business and industry cooperative programs; (3) trade union cooperative programs; (4) professional and paraprofessional programs; (5) programs utilizing new approaches in traditional courses; (6) short term and prevocational programs; (7) programs exemplifying a variety of organizational methods. The selection of programs was not random; the programs selected, however, are not intended by the authors to represent the ideal. Each program selected for description met some of the authors' four criteria of replicability, uniqueness, success, and distribution. The variety ranges from programs termed gargantuan to minicourses; from programs in maximum security prisons to programs that send inmates outside the walls; and from welding courses to commercial diving courses. (AJ)

ED096480 CE002092

THE POTENTIAL OF NEW EDUCATIONAL DELIVERY SYSTEMS FOR CORRECTIONAL TREATMENT: A CORRECTIONAL EDUCATION HANDBOOK.

McCollum, Sylvia G.

Bureau of Prisons (Dept. of Justice), Washington, D.C.

Pub Date-Apr 73 Note-59p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-Adult Basic Education/*Adult Education/Behavioral Objectives/

Community Resources/*Correctional Education/*Educational Administration/ Educational Technology/Industrial Education/Instructional Materials/Job Training/Learning Laboratories/*Models/Motivation/Post-Secondary Education/Secondary Education/Teaching Models/Testing/Tutorial Programs/Vocational Education

Educational technology, new materials and methods, and a growing realization that each person learns in an individually unique way has opened up new potentials in correctional education. The delivery of education and training services is very difficult in a prison setting. However, the creative program manager can develop and implement an appropriate delivery system to meet the special needs of the population in a particular institution. Management by specific and measurable objectives, marshalling of internal and external resources, and highly individualized, learner centered, and flexible programming are the essential characteristics of an up-to-date correctional education model. Early and continuing linkages with the real world and intensive assistance during the critical post-release period can reduce the degenerative impact of incarceration. Top level support and commitment to education and training are necessary in order that correctional education may serve the overall mission of any correctional system. (Six appendixes include an inmate data profile, a correctional education model, testing standards, learning center diagram, and Bureau of Prisons educational standards and checklists.) (Author)

ED093858 95 SP008227

EDUCATING PRISONERS FOR SOCIALLY CONSTRUCTIVE ROLES.

Sinclair, Ward; Moulden, William E.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 74 Note-67p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-*Corrective Institutions/Delinquency/*Education/*Educational Programs/*Individualized Instruction/National Surveys/*Prisoners/Program Descriptions/Teacher Education/Vocational Education

This document reviews problems, alternatives, and recent developments in the education of prisoners. The authors state as a guiding argument that while inmates are severly handicapped according to traditional academic measures, in terms of the current movement in education towards individualized instruction nowhere is there a more fertile ground for receptive students than in correctional institutions. The following problems are cited: the lack of programs to prepare inmates for socially constructive roles in communities; job discrimination against former inmates (the New Careers program for rehabilitated offenders is discussed as a solution for this); and the poverty background of many prisoners. The document reports specifically on work release programs; the prevention of juvenile delinquency through education; vocational, career, and college programs; and the education and certification of teachers of inmates. The extensive appendixes are: (a) A Summary of Teacher Corps Corrections Projects, 1968-74; (b) College Programs in State and Federal Penal Institutions (listed by state); and (c) National Survey of Post-Secondary Education Programs for Incarcerated Offenders. (Author)

ED092755 CE001486

SYSTEMS RESEARCH IN CAREER EDUCATION IN CORRECTIONS.

Ryan, T. Antoinette

Pub Date-Apr 74 Note-17p.; Paper presented to American Educational Research Association (Chicago, Illinois, April 1974)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-Adult Education/Adult Vocational Education/*Career Education/Career Planning/*Correctional Education/*Correctional Rehabilitation/Corrective Institutions/*Instructional Systems/Models/Prisoners/Program Development/*Rehabilitation Programs/Simulation/Systems Approach/Teaching Models/Vocational Development

Adult career education holds a great potential for redirecting and correcting offenders and for continuing development of staff in corrections. A systems approach to adult career education in the corrections setting can make this potential become a reality. This paper describes the implementation of systems research in this area. The process of developing a generalized model for planning and evaluation of career education is presented, and the results of using a generalized model for problem-solving in eleven correctional settings are compared. The outcomes of adult career education are optimized in corrections through the systematic use of analyses, synthesis, simulation, and modeling. When simulation is used to process problems from different corrections settings through a generalized model, the result is a systematic evaluation of alternatives in order to select the best possible plan for meeting needs and achieving objectives which will alleviate the problems and implement the mission of career development for staff and offenders in that setting. (Author/MW)

ED091498 CE001100

THE INVISBLE PRISON. AN ANALYSIS OF BARRIERS TO INMATE TRAINING AND POST-RELEASE EMPLOYMENT IN NEW YORK AND MAINE.

New York State Education Dept., Albany. Div. of Special Occupational Services.

Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Manpower Development and Training.

Report No.-PB-223-875

Pub Date-31 Mar 72 Note-234p.; Prepared in cooperation with RCA Institutes, Inc., New York, New York

Available from-National Technical Information Service, Springfield, VA 22151 (PB 223 875, MF $1.45, HC $5.75)

EDRS Price MF-$0.76 HC-$12.05 PLUS POSTAGE

Descriptors-Certification/*Correctional Education/Corrective Institutions/*Employment Opportunities/*Failure Factors/Guidance Services/Institutionalized (Persons)/Literature Reviews/Probationary Period/*Rehabilitation Programs/Vocational Education

Identifiers-Maine/New York

The objective of the study was to identify and analyze practices and procedures, rules and regulations, and public laws which hinder or prevent inmate training and post-release employment and to recommend necessary modifications. Members of the project staff reviewed the literature on the

subject and sought information and advice from consultants in New York, Maine, and other states. Visits were made to 10 correctional institutions in New York and Maine, and interviews were held with parole officers, corrections personnel, inmates, and ex-inmates. Research of legislation was conducted in both states, and surveys were made of policies and practices of state licensing and certification boards and major private employers. Sixty-six recommendations were made in the areas of institutional operation, training programs, employment, parole, and after care. Many of the recommendations are directed specifically at the states of New York and Maine, but other states with equivalent restrictions on the employment and treatment of offenders will find them applicable. (Author)

ED089127 CE001198

'POST-PRISON ANALYSIS OF CRIMINAL BEHAVIOR AND LONGITUDINAL FOLLOW-UP EVALUATION OF INSTITUTIONAL TREATMENT. FINAL TECHNICAL REPORT.

Jenkins, W. O.; et al.

Rehabilitation Research Foundation, Montgomery, Ala.

Spons Agency-Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.-DLMA-21-01-73-38-5-RRF-910-2-74

Pub Date-Feb 74 Note-75p.

Available from-National Technical Information Service, Springfield, Virginia 22151 ($3.00)

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-Adult Education/*Behavior/Behavioral Science Research/Behavior Patterns/Correctional Education/*Correctional Rehabilitation/Corrective Institutions/*Follow-up Studies/Predictive Ability (Testing)/Prisoners/*Program Evaluation/*Rehabilitation Programs/Vocational Education

Identifiers-Law Encounter Severity Scale/*Token Economy

This report describes an eighteen-month post-release follow-up of 142 young male offenders released from Draper Correctional Center in Elmore, Alabama. The basic objectives of the study were the analysis of criminal behavior and the evaluation of institutional treatment programs. Men who had participated in Manpower Development and Tradining (MDT) were compared with state trade school trainees, men from the Experimental Manpower Laboratory for Corrections (EMLC) token economy study, men with both MDT training and token economy treatment, and men who received no institutional treatment. A criterion for criminal behavior was developed, the Law Encounter Severity Scale (LESS) which served as the yardstick for validating the capacity of the following instruments to predict law encounters and recidivism. While vocational training and adult education appear essential to rehabilitation of the criminal offender, data indicate that supplemental training in interpersonal skills and money management is also critical. (Author/DS)

ED085562 CE000742

AN EVALUATION OF SELECTED REHABILITATIVE SERVICES OFFERED AT THE UTAH STATE PRISON.

White, David Virgil, Jr.

Pub Date-Jun 70 Note-98p.; M.S. Thesis, University of Utah

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Descriptors-Adult Education/*Correctional Education/*Correctional Rehabilitation/Corrective Institutions/Masters Theses/Opinions/*Prisoners/*Rehabilitation Programs/Secondary Education/Surveys/Vocational Education/*Vocational Rehabilitation

Identifiers-Utah

The basic purpose of the study was to assess the sociological and psychological factors affecting the inmates of the Utah State Prison and to determine their apparent value on the inmates' successful adjustment. The population consisted of 668 inmates who participated in vocational training between 1958 and 1968. All participants for whom addresses were available were either personally contacted or mailed a questionnaire. Special interviews were obtained from prison personnel, and direct observation was made of selected programs. It is concluded that those prisoners who have participated in rehabilitation programs at Utah State Prison have been favorably affected by them in their adjustment to society upon release. However, additional and expanded programs are necessary. Also, a greater amount of the prisoner population must be involved in the vocational and rehabilitation programs. A bibliography and the information collection instruments are appended. (Author/MS)

ED078216 VTQ20499

INSTRUCTIONAL GUIDELINES. WELDING.

Fordyce, H. L.; Doshier, Dale

Department of Justice, Washington, D.C. Federal Prison Industries, Inc.

Pub Date-73 Note-218p.

Available from-Supervisor of Education, Federal Correctional Institution, Lompoc, CA 93438 (free until present supply is exhausted)

EDRS Price MF-$0.76 HC-$10.78 PLUS POSTAGE

Descriptors-Correctional Rehabilitation/*Corrective Institutions/*Educational Programs/Metals/Metal Working Occupations/Prisoners/*Teaching Guides/*Trade and Industrial Education/*Welding

Using the standards of the American Welding Society and the American Society of Mechanical Engineers, this welding instructional guidelines manual presents a course of study in accordance with the current practices in industry. Intended for use in welding programs now practiced within the Federal Prison System, the phases of the program are designed for beginning and advanced students of metal workers interested in welding as a supplement to their trade. The guidelines are based on accepted practices of welding instruction, and encourage manipulative skills in using shielded arc electrodes. The guidelines also outline the process of oxyacetylene welding and cutting, gas tungsten-arc, and gas metal-arc welding. The lesson plans include suggested time allotment, an introduction to and illustration of the type of joint and welding position covered in the lesson, equipment and materials needed, and step-by-step procedures for accomplishing the lesson. (SB)

ED072330 AC014171

THE EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS. PROGRESS REPORT ON PHASE III, JUNE THROUGH AUGUST, 1972.

Rehabilitation Research Foundation, Elmore, Ala. Draper Correctional Center.

Spons Agency-Manpower Administration (DOL), Washington, D.C.

Report No.-RRF-12-10-72

Pub Date-Aug 72 Note-54p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-*Adult Basic Education/Adult Education Programs/Adult Vocational Education/Anti-Social Behavior/*Behavioral Science Research/Behavior Change/*Correctional Education/*Correctional Rehabilitation/Corrective Institutions/*Delinquent Behavior/Institutional Personnel/Performance Contracts/Positive Reinforcement/Prisoners/Programed Instruction/Recidivism/Technical Reports/Vocational Rehabilitation

Identifiers-Environmental Deprivation Scale/Individualized Reading System for Adults/Individually Prescribed Instruction/Maladaptive Behavior Record/Picture Vocational Interest Inventory/Tests of Adult Basic Education

This progress report summarizes the activities from June to August, 1972, of the Experimental Manpower Laboratory for Corrections at Draper Correctional Center. EMLC studies are designed to determine if behavior modification techniques are feasible and provide viable alternatives to aversive control. In the Token Economy (Ecology) Project, inmates are rewarded for socially acceptable behavior on the institution farm, in the basic education component, and in the experimental cellblock. The Contingency Management study, the basic education component, uses a system of contingency contracting covering units of programmed instruction prescribed for each subject on the basis of his pretest score on the Tests of Adult Basic Education. Baseline data for individuals and the group were collected during this report period. Phase I of Correctional Officer Training was completed; it involved completion of self-instructional booklets. Follow-up studies for 1969 and 1971 are under way. The Lab is also provided in preparing and disseminating a number of measurement and training instruments and publications and technical consultation, conferences, seminars, workshops and other professional activities. (KM)

ED072328 AC014164

PILOT STUDY OF FOUR SELECTED GROUPS OF PAROLEES, 1971.

Garay, Bert; et al.

Washington State Board of Prison Terms and Paroles, Olympia; Washington State Dept. of Social and Health Services, Olympia.

Pub Date-71 Note-41p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-*Adult Vocational Education/Caucasians/*Correctional Education/Data Collection/Evaluation Criteria/*Follow-up Studies/Males/Participant Characteristics/Prisoners/*Program Evaluation/Statistical Analysis/Technical Reports/*Vocational Rehabilitation

Identifiers-Adult Correctional Facilities/Washington State

To evaluate the effectiveness of the Vocational Rehabilitation Programs of the Adult Correctional Facilities of the State of Washington, four groups

of parolees were reviewed to determine their successful adjustment 18 months after parole. The Adult Correctional Facilities offer training in a variety of vocations, including the following: auto mechanics, barbering, drafting, electronics, radio and TV, office machine repair, body and fender work, meat cutting, data processing, welding, sheetmetal work, and other basic industrial and work programs. The four study groups were composed of the following: Group I--88 cases, felons who completed VR services successfully; Group II--88 cases, felons who failed to complete VR services; Group III--112 cases, felons who completed certain vocational training programs successfully through the Adult Correctional Facilities; and Group IV--126 cases, felons who needed but received no vocational services. Most of the parolees were white, single males; their mental level was usually average or above; they had usually completed at least one year of high school prior to imprisonment; they were usually imprisoned for a crime such as burglary, larceny, robbery, or auto theft; normally they had no known history of drug abuse or mental illness; and generally they were first offenders. Major findings of the study were: (1) Of the Group I parolees, 76% succeeded on parole; (2) Of the Group II parolees, 32% succeeded on parole; (3) Of the Group III parolees, 58% succeeded; and (4) Of the Group IV parolees, 47% succeeded. Study Items used and Data Form for the study are included. (DB)

ED072184 VT018119

THE EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS: PHASE I. FINAL REPORT (SEPTEMBER 1, 1968 - MARCH 1, 1970).

Rehabilitation Research Foundation, Elmore, Ala.

Spons Agency-Manpower Administration (DOL), Washington, D.C.

Report No.-DLMA-82-01-69-06-4

Pub Date-Sep 70 Note-40p.

Available from-National Technical Information Service, Springfield, Virginia 22151 (PB 211 729; MF $0.95; See Catalog for hard copy price)

Document Not Available from EDRS.

Descriptors-*Adult Vocational Education/*Correctional Rehabilitation/Economic Status/*Employment Problems/*Employment Programs/Evironmental Influences/Job Placement/Job Training/Manpower Development/Manpower Utilization/Microfiche/*Prisoners/Program Evaluation/State Programs/Vocational Development

Identifiers-EMLC/*Experimental Manpower Laboratory for Corrections

Five studies were conducted by the Experimental Manpower Laboratory for Corrections (EMLC) during this reporting period. One dealt with barriers to the employment of released offenders; another examined the post-release economic status of the offender, and still another dealt with factors within the prison environment which appeared to markedly affect a manpower training effort. A fourth study sought to modify the substandard speech of a group of offenders. The fifth study was a preliminary assessment of the success of the Alabama State Employment Service in securing training-related employment for prisoner trainees. During this period the EMLC centrally administered the Department of Labor's Bonding Program. Phase II of this report is available in this issue as VT 018 075. (Author/AG)

ED072181 VT018075
THE EXPERIMENTAL MANPOWER LABORATORY FOR CORRECTIONS: PHASE II. FINAL REPORT (MARCH 1, 1970-AUGUST 31, 1971).
Rehabilitation Research Foundation, Elmore, Ala.
Spons Agency-Manpower Administration (DOL), Washington, D.C.
Report No.-DLMA-82-01-69-06-2
Pub Date-Sep 71 Note-49p.
Available from-National Technical Information Service, Springfield, Virginia 22151 (PB 211 730; MF $0.95; See Catalog for hard copy price)
Document Not Available from EDRS.
Descriptors-Adult Vocational Education/Behavior Development/Correctional Rehabilitation/Experimental Programs/Follow-up Studies/Individualized Programs/Job Training/Management Education/Manpower Development/Microfiche/*Prisoners/*Program Descriptions/Recidivism/*Rehabilitation Programs/*Vocational Adjustment/Vocational Development
Identifiers-Alabama/*Experimental Manpower Laboratory for Corrections
This report covers these five major projects of the Experimental Manpower Laboratory for Corrections: (1) a manpower training program for Alabama prisoners, (2) an experiment in contingency management, (3) implementation of token economy in Draper Correctional Center, (4) a manpower training project for correctional officers, and (5) a follow-up effort focusing on released offenders. Project objectives, methods, procedures, problems, and results (as complete as possible at the time of the project's termination) are given. Some highlights of the overall program are: (1) open entry/exit feature of vocational training with an emphasis on individualization, (2) the basic education delivery system (Individually Prescribed Instruction System), (3) techniques of behavioral control employed in the token economy, (4) techniques of behavioral science taught to traditional correctional officers, (5) techniques of the contingency management experiment, and (6) the new measuring instruments developed to determine an offender's adjustment to society and to predict recidivism. Phase I of this report is available in this issue as VT 018 119. (Author/AG)

ED068832 AC012968
HARDWARE AND SOFTWARE FOR ADULT BASIC EDUCATION IN CORRECTIONS.
McKee, John M.
Pub Date-14 May 72 Note-15p.; Paper presented at Regional Seminar on Adult Basic Education in Corrections, Pomona, California, May 14, 1972
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors-*Adult Basic Education/Adult Education Programs/Adult Educators/Adult Vocational Education/Audiovisual Aids/Audiovisual Instruction/Behavioral Objectives/*Computer Assisted Instruction/*Correctional Education/*Corrective Institutions/Individualized Instruction/*Instructional Materials/Job Skills/Performance Contracts/Programed Instruction/Publications/Reading Programs/Research Proposals
Establishing behavioral objectives for an adult basic education (ABE) program helps to accomplish individual assessment of a learner's abilities and deficiencies. The heart of an individually prescribed instructional system is the use of instruction materials or software. Many programmed

instructional materials are available, and it is the responsibility of the administrator of adult educational programs to keep abreast of current materials. Hardware such as visual aids, tape recorders, and tachtiscopes may be used extensively for adult basic education, especially in reading programs. The integration of hardware and software into an ABE system, and the relations of materials and equipment and their consequences, call for contingency management techniques. The use of contingency or performance contracts is widely used in ABE. ABE instructors need to teach work and vocational programs as well as basic educational skills, especially in prisons. (RS)

ED068774 AC012889
ADULT BASIC EDUCATION IN CORRECTIONS.
Ryan, T. A.
Hawaii Univ., Honolulu. Education Research and Development Center.
Spons Agency-Division of Adult Educational Programs, BAVT.
Pub Date-6 Jun 72 Note-11p.; Program Overview
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors-Administrative Personnel/*Adult Basic Education/Career Education/*Correctional Education/*Correctional Rehabilitation/Prisoners/*Program Descriptions/Rehabilitation/Rehabilitation Programs/Research Proposals

The use of career-based adult basic education to achieve rehabilitation in persons in correctional institutions is discussed in this report. This program, based on a model design developed by corrections personnel, is a cooperative effort in teacher training, experimentation, demonstration, operation, and evaluation. Goals are defined, the model is implemented, and decision-makers are trained, all within the framework of the program's philosophy. (RS)

ED066577 VT016410
VOCATIONAL EDUCATION IN STATE AND FEDERAL ADULT CORRECTIONAL INSTITUTIONS IN THE UNITED STATES.
Neff, Donald Richard
Pub Date-Aug 72 Note-135p.; Ph.D. Dissertation, The Ohio State University
Available from-University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (MF $4.00; Xerography $10.00)
Document Not Available from EDRS.
Descriptors-Correctional Education/*Corrective Institutions/Doctoral Theses/*Program Costs/*Program Descriptions/*Program Evaluation/*Vocational Education

The purpose of this study was to assess vocational education as it exists within correctional institutions and to provide information useful in planning and developing needed educational programs. To collect the necessary data, a questionnaire was distributed to those correctional institutions housing over 100 male inmates and all institutes housing female inmates in the federal and the 50 state correctional systems. Analysis of the data revealed findings which included: (1) Enrollment in vocational education programs was

found to be 12,868 trainees which represents only 9.8 percent of the total reported population of 130,806; (2) There were 855 vocational education programs in 185 correctional institutions for an average of 4.6 programs per institution; (3) Job placement services were provided by 52.9 percent of the 185 institutions; (4) Over half of the vocational programs included 1 to 2 hours of related instruction per day; and (5) There was a teacher-trainee ratio of one teacher for every 12.4 trainees. One major conclusion of the study is that very little effort is presently made toward vocational education as a tool in the rehabilitative process. (Author/JS)

ED065746 AC012722

GUIDE FOR EMPLOYMENT SERVICE COUNSELORS IN CORRECTIONAL MDTA PROGRAMS.

Rehabilitation Research Foundation, Elmore, Ala. Draper Correctional Center.

Spons Agency-Manpower Administration (DOL), Washington, D.C.

Report No.-RRF-704-2-72

Pub Date-72 Note-101p.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Descriptors-Adult Counseling/Adult Vocational Education/*Community Involvement/*Correctional Rehabilitation/*Corrective Institutions/Employment Counselors/*Employment Services/Guides/Job Training/*Manpower Development/On-the-Job Training/Prisoners/Program Guides/Rehabilitation

Identifiers-Manpower Development and Training Act/MDTA

This guide is designed as an aid for Employment Service counselors in Manpower Development and Training Act (MDTA) programs for inmates of correctional institutions. It provides suggestions which may be helpful in: (1) finding and developing training-related and otherwise desirable jobs for graduates of MDTA programs in correctional institutions; (2) matching individual trainees to available jobs, in terms of training relatedness, location, and other job conditions beneficial to the trainees; (3) arranging for the provision of supportive services and employment services as needed to keep each trainee successfully employed; and (4) keeping the complete and accurate follow-up data which is needed to bring about improvements in programs. Some major topics covered are: job development, trainee development and placement, follow-up suggestions, and bonding information. Included are samples of forms in the rehabilitation processes. (LS)

ED064583 AC012657

COMMISSION ON VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS. FINAL REPORT.

Commission on Vocational Education in Correctional Institutions, Trenton, N.J.

Pub Date-Jun 72 Note-29p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-College Curriculum/Community Role/*Correctional Education/*Correspondence Study/Counseling Programs/*Educational Needs/Industry/Prisoners/*Rehabilitation Programs/Skill Development/Social Problems/State Programs/Trade and Industrial Education/*Vocational Education

Identifiers-*New Jersey

This final report of a commission appointed by the Governor of New Jersey to investigate skill training, job preparation, and education of inmates of the state correctional institutions discusses these areas in relation to the inmate's entry, confinement, and departure. The first section of the report, Classification, points out the need for in-depth screening of the inmate upon entry to the institution, with an assessment of his skills, educationall background, and life record so that goals for a specific individualized program can be determined. In the section concerned with Education, the commission recommends that: a year-round program be instituted; inmates be allowed to rotate in education programs; classes be also provided in the evenings and on weekends; and incentive program be explored; consideration be given to utilization of ex-offenders as teachers, consultants, and paraprofessionals; a reading program be developed; exploration be made of the need for improved testing methods for determining learning disabilities; a correspondence course be developed by the state; the availability of college programs be increased; the cluster concept in vocational training programs be utilized; educational facilities be improved; and a trade advisory council be established for each vocational course and prison industry. The State Use Industry, as viewed by the commission, is in need of modernization. Release Programs, the last section of the report stresses the responsibility of the state, the institution, industry, and the community in preparing the inmate for reentry into society. (DB)

ED058429 VT014472

TRAINING AND PLACEMENT OF THE YOUTHFUL INMATES OF DRAPER CORRECTIONAL CENTER. MDTA EXPERIMENTAL AND DEMONSTRATION FINDINGS NO. 6. FINAL REPORT.

Rehabilitation Research Foundation, Elmore, Ala. Draper Correctional Center.

Spons Agency-Manpower Administration (DOL), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.-DLMA-82-01-67-36-1

Pub Date-71 Note-93p.; Reprint

Available from-National Technical Information Service, Sprinfield, Virginia 22151 (PB 199 763, MF $0.95; See catalog for hard copy price)

Document Not Available from EDRS.

Descriptors-Community Cooperation/*Correctional Education/*Correctional Rehabilitation/Demonstration Projects/Employment Opportunities/Experimental Programs/*Job Placement/*Manpower Development/Programed Instruction/Recidivism/State Programs/Systems Approach/Vocational Education/Vocational Follow-up/*Youth

Identifiers-Alabama/*Draper Correctional Center/Manpower Development and Training Act/MDTA

The primary goal of the Draper Project, begun in 1964, was to demonstrate the feasibility of operating a manpower training program in a correctional setting. As secondary goals, the project sought to individualize instruction, involve communities in the rehabilitation of the offender and disseminate the findings to correctional and educational personnel throughout the country. Through this program, the project administration hoped to ultimately reduce the high recidivism in Alabama. This study, one of three such national

projects, dealt with problems peculiar to a state which is making the transition from a rural to an industrial economy. It was found that education and training per se are not enough to effect the broad changes in inmates required for successful social adjustment. They can be rehabilitated when they are a part of a systematic approach to human development which includes systematic preparation for the world of work, tailored job development and placement, and development of community support. This is the first of a three-volume final report, to be followed by Volume II, a technical manual, and Volume III, "How To with P.I." (Author/GEB)

ED056224 VT014177

AN EVALUATION OF THE TRAINING PROVIDED IN CORRECTIONAL INSTITUTIONS UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT, SECTION 251. VOLUME III: IMPACT OF THE TRAINING PROGRAM ON TRAINEES. FINAL REPORT.

McDonnell, John C.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency-Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Report No.-MEL-71-09-C

Pub Date-May 71 Note-218p.

Available from-National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 200 627, MF $0.95; See catalog for hard copy price)

Document Not Available from EDRS.

Descriptors-Correctional Education/*Criminology/Disadvantaged Groups/ Employment Trends/*Job Training/Performance Factors/*Program Evaluation/ Recidivism/Vocational Follow-up/*Vocational Rehabilitation

Identifiers-Manpower Development and Training Act/MDTA

This third volume of a three-part study evaluating vocational training provided in correctional institutions, focuses on the rehabilitation program's impact on offender post-release performance, evaluated in terms of recidivism and employment status. Data were obtained through post-release questionnaires distributed at selected intervals to trainees and control group members. Results indicated that the training programs had a positive effect on the trainees. In addition to program results, recommendations are given for program improvement on the national, state, and local levels. Related Volumes I and II are available as VT 014 175 and VT 014 176 respectively. (Author/GEB)

ED056223 VT014176

AN EVALUATION OF THE TRAINING PROVIDED IN CORRECTIONAL INSTITUTIONS UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT, SECTION 251. VOLUME II: PROFILES OF INMATE TRAINING PROJECTS. FINAL REPORT.

McDonnell, John C.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency-Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Report No.-MEL-71-09-B

Pub Date-Apr 71 Note-192p.

Available from-National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 200 626, MF $0.95; See catalog for hard copy price)

Document Not Available from EDRS.

Descriptors-Correctional Education/Corrective Institutions/*Criminology/Disadvantaged Groups/Guidance Programs/Institutional Environment/*Job Training/*Program Administration/*Program Evaluation/Recidivism/*Vocational Rehabilitation/Vocational Retraining

Identifiers-Manpower Development and Training Act/MDTA

As the second volume in a three-part study evaluating vocational training provided in occupational institutions, this document is concerned with the administrative and legislative development of vocational training in correctional institutions, and with the characteristics of the 25 projects covered by this study. The basic aspects considered for each project include: (1) the characteristics of its overall training program, (2) the characteristics of the vocational training courses it provided, and (3) the characteristics of the institutional environment in which these projects operated. The data collected for this report were obtained through interviews and record reviews at the national, regional, state, and local levels. Related Volumes I and III are available as VT 014 175 and VT 014 177 respectively. (Author/GEB)

ED056222 VT014175

AN EVALUATION OF THE TRAINING PROVIDED IN CORRECTIONAL INSTITUTIONS UNDER THE MANPOWER DEVELOPMENT AND TRAINING ACT, SECTION 251. VOLUME I: PERSPECTIVES ON OFFENDER REHABILITATION. FINAL REPORT.

Hudson, John B.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency-Manpower Administration (DOL), Washington, D.C. Office of Policy, Evaluation, and Research.

Report No.-MEL-70-09-A

Pub Date-Mar 71 Note-72p.

Available from-National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 200 625, MF $0.95; See catalog for hard copy price)

Document Not Available from EDRS.

Descriptors-Community Attitudes/Correctional Education/Corrective Institutions/*Criminology/Delinquent Behavior/Employment Level/Family Attitudes/*Job Training/*Program Evaluation/Recidivism/*Vocational Rehabilitation

Identifiers-Manpower Development and Training Act/MDTA

This first volume of a three-part study evaluating vocational training provided in correctional institutions, focuses on theoretical foundations and historical developments of offender vocational rehabilitation. The effect of factors such as the family, community environment, and employment status on criminal behavior and rehabilitation are considered. The emphasis for successful rehabilitation through job training is on steadiness and regularity of post-release opportunities, since previous research supports the hypothesis that job training and subsequent employment on a regular basis is related to parole success. Since the accepted adult male role in our society is based on employment, efforts to reintegrate the offender into normal pursuits are correctly based upon training for gainful employment. Related documents, Volumes II and III, are available as VT 014 176 and VT 014 177 respectively. (Author/GEB)

AIM/ARM Documents

VT101221
26 Jun 74
Riddle, Jack F.
CAREER AWARENESS PACKAGES FOR INCARCERATED YOUTH. FINAL REPORT.
Maricopa County Skill Center, Phoenix, Ariz.
100
MF Available in VT-ERIC Set.
Descriptors-*Institutionalized (Persons)/*Correctional Rehabilitation/*Youth Programs/*Career Opportunities/*Occupational Clusters/Programed Materials
Identifiers-*Career Awareness/*Arizona
This document reports on a program which developed career awareness packages for incarcerated youth in Arizona. The objective of the program was to provide students with hands-on introductions to career clusters which they could choose to pursue further if sufficiently stimulated. Methods used to determine the types of packages that would best serve the youths' needs included consultation with personnel of similar programs and field testing at a local school. Sixty packages have been developed in 14 major areas. Although simply listed by title in this report, each package provides lesson objectives, equipment inventories, instruction plans and evaluation devices. (KH)

VT017733
21 Apr 72
Tonkowicz, Edward J.
PROJECT YIPEE AT THE H.C. WILCOX TECHNICAL SCHOOL. FINAL REPORT.
Wilcox (H. C.) Technical School, Meridan, Conn.
300
MF Available in VT-ERIC Set.
Descriptors-Rehabilitation Programs/Vocational Education/*Trade and Industrial Education/*Job Training/*Correctional Rehabilitation/*Youth/*Prisoners/Educational Programs/Research Projects
Identifiers-*Project YIPEE
The Youth in Prison Preparing Eagerly to Earn (YIPEE) Project was a cooperative effort involving several agencies for the specific purpose of providing youthful offenders (ages 16-21) at the Chesire Reformatory with a training program which included motivation and saleable skills in selected occupations. Inmates were screened by employment service counselors for educational ability, skill ability, and security risk and were assigned to one of the seven shops (machine, auto, sheet metal, printing, drafting, carpentry, and cook). The inmates selected for the project received practical

occupational training, shopwork, and theory at a technical school and related classroom work and/or work assignment to occupational training at the reformatory. Some general comments based on three years of operation include: (1) inmate contact with an outside instructor was a constructive vehicle in the rehabilitation process, and (2) several inmates possessed minimal or very low entry abilities which emphasized the need for basic educational training in such subjects as reading and writing. Other information pertaining to the operation committee, inmate selection, the educational program, and program costs are described in this report. (SB)

VT016692
May 72
Gentry, William L.
MODULAR INSTRUCTION--MACHINE SHOP VOCATIONAL TRAINING.
Federal Reformatory, Petersburg, VA
100
MF Available in VT-ERIC Set.
Descriptors-Job Training/*Adult Vocational Education/Skill Development/Sequential Approach/Behavioral Objectives/Project Training Methods/Student Evaluation/*Schedule Modules/Teaching Procedures/Manufacturing/Vocational Development/*Trade and Industrial Education/Metal Working Occupations/*Shop Curriculum/*Prisoners
Identifiers-Beginning Competence/Employment Skills/*Machine Shop
This vocational training program for developing machine shop skills is intended for inmates in a federal reformatory. Developed by an instructor of vocational education, the spiral-bound instructional guide contains 28 modular units of 84 sequential performance objectives. The use made of audio-visual aids, modular instruction, and related study materials allows for intensified, individualized, and flexible skill training. Supplementary instruction includes classes in: (1) related information, (2) programed instruction, (3) resource materials center (visual aids), and (4) trade theory, which is taught by the shop instructor. Advanced students may guide and aid those who have not yet completed their performance objectives. The instructor records each student's progress on individual training progress records, which are included in the appendixes. Teaching procedures, specific behavioral objectives, suggested time allotments and performance criteria are given separately for each statement of a performance objective. (AG)

VT016691
Jan 71
Shrock, Charles E.
MODULAR INSTRUCTION WELDING--VOCATIONAL TRAINING.
Federal Reformatory, Petersburg, VA
100
MF Available in VT-ERIC Set.
Descriptors-Job Training/*Adult Vocational Education/Skill Development/Sequential Approach/Behavioral Objectives/Project Training Methods/Student Evaluation/*Schedule Modules/Teaching Procedures/Manufacturing/Vocational Development/*Trade and Industrial Education/*Prisoners/Shop Curriculum/*Welding

Identifiers-Beginning Competence/Employment Skills

This vocational training program for developing welding skills is intended for inmates in a federal reformatory. Developed by an instructor of vocational education, the spiral-bound instructional guide contains six modular units of 63 sequential performance objectives. The use of audiovisual aids, modular instruction, and related study materials allows for intensified, individualized, and flexible skill training. Supplementary instruction includes classes in: (1) related information, (2) programed instruction, (3) resource materials center (visual aids), and (4) trade theory, which is taught by the shop instructor. The instructor records each student's progress on individual training progress records, which are included in the appendixes. Teaching procedures, specific behavioral objectives, suggested time allotments and performance criteria are given separately for each statement of a performance objective. (AG)

VT016690

Jul 70

Cowan, Samuel S., Sr.

MODULAR INSTRUCTION IN AUTOMOBILE BODY REPAIR VOCATIONAL TRAINING.

Federal Reformatory, Petersburg, VA

100

MF Available in VT-ERIC Set.

Descriptors-*Adult Vocational Education/Job Training/*Correctional Education/*Vocational Rehabilitation/*Auto Mechanics/Trade and Industrial Education/*Schedule Modules/Project Training Methods/Vocational Development/Goal Orientation/Educational Objectives/Resource Materials/Manufacturing/Manuals

Identifiers-*Automobile Body Repair/Employment Skills

Developed by a vocational instructor for the vocational training of inmates at a federal reformatory, this sequence of 22 modules for automobile body repair instruction contains a total of 53 performance goals, each with general and specific objectives, performance criteria, time allotments, and resource lists. A training progress report and other program forms are appended. Preliminary instructions note that the following five related areas of study are utilized with this manual: (1) related information classes, (2) programed instruction classes, (3) resource materials center, (4) trade theory, which offers shop instruction, and (5) special and remedial education classes. (AG)

VT016563

218p.

REHABILITATION EDUCATION.

Ohio State Dept. of Mental Hygiene and Correction, Columbus; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

MF Available in VT-ERIC Set.

Descriptors-*Vocational Education/*Correctional Rehabilitation/*Rehabilitation Programs/*Corrective Institutions/Institutionalized (Persons)/*Educational Programs/Criminals/Prisoners/Individualized Instruction/Curriculum Development/Program Development/Correctional Education

The purpose of this project was to study all vocational training within Ohio correctional institutions and develop guidelines for realigning the various independent institutional programs into a division-wide program with emphasis on individualized vocational instruction for the student. To achieve the objectives of the project, the consultant team: (1) studied the existing vocational programs in Ohio's adult correctional institutions, (2) reviewed the literature and research on inmate treatment, (3) examined successful vocational education programs conducted in penal institutions in neighboring states, (4) developed a division-wide plan for vocational education, and (5) developed a pilot curriculum and organization charts for administrating such programs. Sections of this report present: (1) The findings resulting from an examination of current programs and practices in eight correctional institutions; (2) Recommendations concerning advisory committees, prison staff, staff development, parole, types of educational programs, curriculum offerings, facilities, and expenditures; and (3) A digest of the total report. Guidelines for in-service training programs, sample modules of instruction and objectives, discussion of a systems approach to curriculum development, and other project activities are appended. (SB)

VT016526
72 16p.
Cronin, F. P. et al.
EVALUATIVE PLANNING RESEARCH PROJECT IN VOCATIONAL EDUCATION FOR OHIO DIVISION OF CORRECTION INSTITUTIONS.
Ohio State Dept. of Mental Hygiene and Correction, Columbus.
MF Available in VT-ERIC Set.
Descriptors-*Research Projects/*Corrective Institutions/Correctional Education/Correctional Rehabilitation/Prisoners/*Curriculum Development/*Vocational Rehabilitation/*Vocational Education/Job Skills
Identifiers-Ohio Division of Correction/Rehabilitation Programs/Formative Evaluation
This project, initiated by the Ohio Division of Correction, is an attempt to broaden the scope of existing education in penal institutions to include meaningful vocationally-oriented experiences which aid in the rehabilitation of inmates. Conducted over a 7-month period, the program was developed in 4 phases which involved: (1) examining existing vocational programs in penal institutions within the state, (2) making literary searches and conducting personal interviews with inmates, (3) engaging in studies of successful vocational programs of this kind operating in other states, and (4) developing a division-wide vocationally-oriented education program. Plans for curriculum implementation and estimated operation costs are included as well as an organizational chart explaining the modular structure of program. (SN)

VT014958
16p.
CORRECTIONAL EDUCATION: A BIBLIOGRAPHY.
Bureau of Prisons (Dept. of Justice), Washington, D.C.
EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Correctional Education/*Bibliographies/Educational Philosphy/Educational Administration/Program Descriptions/Teaching Methods/Program Evaluation/Delinquent Rehabilitation

This bibliography lists over 100 recent publications in correctional education. Entries are listed alphabetically by author under these categories: (1) history and philosophy, (2) organization and administration, (3) program content, (4) methods, (5) general, (6) current trends, and (7) evaluation of programs. Unless otherwise indicated, publications are available on interlibrary loan to state and federal agencies. A publication transmittal sheet is provided for use in submitting copies of any studies which could appropriately be listed in revised editions of this bibliography. (Author/BH)

VT014876

Jun 71 46p.

MANPOWER DEVELOPMENT AND TRAINING ACT MULTI-OCCUPATION VOCATIONAL TRAINING PROGRAM AT MINNESOTA STATE PRISON.

Minnesota State Dept. of Corrections, St. Paul. Div. of Research and Planning.

MF Available in VT-ERIC Set.

Descriptors-*Pilot Projects/*Correctional Education/*Prisoners/*Federal Programs/Job Placement/Participant Characteristics/Vocational Education

Identifiers-*Manpower Development and Training Act Programs/MDTA Programs/Minnesota

This report describes an innovative vocational training program in the Minnesota State Prison providing training, job placement, and strong consideration for parole for adult felons. Comparison of the general inmate population with 154 program graduates who were subsequently released showed that: (1) Both groups were similar in age, marital status, and intelligence; (2) Minorities were over-represented among participants; and (3) Trainees more often had previous convictions. The typical trainee was an alcoholic high school dropout who had been unemployed at the time of his arrest. After release, the graduates generally found training-related employment at substantially higher wages than they had received prior to commitment. (BH)

VT013949

Jul 71 197p.

Adams, Ronald D.; Newton, Mark

A SURVEY AND ANALYSIS OF VOCATIONAL AND PRE-VOCATIONAL EDUCATION IN SELECTED CORRECTIONAL INSTITUTIONS IN KENTUCKY.

Western Kentucky Univ., Bowling Green. Office of Educational Research.

MF Available in VT-ERIC Set.

Descriptors-*Correctional Education/*Adult Vocational Education/*Prevocational Education/*Prisoners/Program Evaluation/In-Service Teacher Education/Program Effectiveness/*Program Improvement/Educational Programs

Identifiers-*Kentucky

This survey was undertaken to evaluate and contribute to the improvement of the vocational and prevocational education programs of three Kentucky correctional institutions. A secondary objective, to be satisfied in a

second phase of the project, was the in-service training of teachers and related personnel to improve the educational environment, especially among the disadvantaged. After interviews with teachers, administrators, case workers, correctional officers, and inmates, recommendations were made in the areas of philosophy, vocational and prevocational education needs, communications, and research. A study was recommended to determine the most appropriate courses to be offered, with vocational follow-up to evaluate program effectiveness. (BH)

VT013707

7 Jan 71 29p.

EDUCATION PROGRAMS IN PENAL AND CORRECTIONAL INSTITUTIONS: A REPORT BY THE SUBCOMMITTEE ON OCCUPATIONAL, ADULT, AND INSTITUTIONAL EDUCATION.

Washington State Legislature, Olympia. Joint Committee on Education.

EDRS Price MF-$0.65 HC-$3.29

Washington Legislature, Joint Committee on Education, Subcommittee on Occupational, Adult, and Institutional Education, Olympia, Washington (No charge on a limited basis).

Descriptors-*Program Development/*Educational Needs/*State Surveys/ Guidelines/*Corrective Institutions/Teacher Education/Employment Services/ Vocational Counseling/Interagency Coordination/State Legislation/Program Improvement/Leisure Time/Work Experience/*Correctional Education

Identifiers-Washington

Hard data related to recidivist rates in the state of Washington are not available but testimony offered to a legislative subcommittee suggests that they may be as high as 70 percent. Given this almost desparate situation, the Joint Committee on Education decided in 1969 to investigate the education programs operated in the correctional institutions of the state, in order to discern whether or not these programs are adequately serving the needs of social offenders and society in general. Included in this report are 20 major recommendations resulting from that investigation. Aimed at program improvement, these recommendations cover such points as the need for internships and in-service programs for teachers, and waiver of tuition for inmates attending institutions of higher education. Supporting data are appended. (Author/JS)

VT013702

Jan 71 40p.

Spencer, Carol; Berecochea, John E.

VOCATIONAL TRAINING AT THE CALIFORNIA INSTITUTION FOR WOMEN: AN EVALUATION.

California State Dept. of Corrections, Sacramento. Research Div.

MF Available in VT-ERIC Set.

Research Report No. 41

Descriptors-*Vocational Rehabilitation/*Working Women/*Correctional Education/*Vocational Follow-up/*Program Evaluation/Vocational Retraining/ Talent Utilization/Employment Trends/Research

The major purpose of this study was to evaluate vocational training programs for inmates at the California Institution for Women to determine whether

paroled women could find employment in the fields in which they have received training. Vocational programs evaluated, included ceramics, costmetology, vocational sewing, landscaping, laundry, vocational housekeeping, and nurses' aide training. A vocationally trained group of 225 women released on parole was compared to 154 who were not trained. Trainees were described as to their degree of achievement in vocational courses, their pre-prison occupation, initial parole employment, and employment status 6 months and 12 months after release. The sampling indicates that a little less than one-third of those available for employment were employed in the trades for which they were trained. Problems promoting the lack of utilization of prison training apparently centered around the types of training offered which did little to advance women beyond their pre-prison unskilled and semi-skilled occupational levels. (Author/GEB)

VT013700
Jun 71 112p.
Dickover, Robert M.; et al.
A STUDY OF VOCATIONAL TRAINING IN THE CALIFORNIA DEPARTMENT OF CORRECTIONS.
California State Dept. of Corrections, Sacramento. Research Div.
MF Available in VT-ERIC Set.
RES-REP-40
Descriptors-*Correctional Education/*Vocational Rehabilitation/*Follow-up Studies/*Program Evaluation/*Program Effectiveness/Vocational Education/ "Employment Experience/Job Placement/Trainees/Relevance (Education)/Employment Patterns

This study was conducted to determine the effectiveness of the vocational training programs in California prisons so that improvements could be made. A survey was conducted of the post-release job experience of 729 vocational trainees who were paroled in the fiscal year 1967-68, who had at least 200 hours of training with grades C or better. The findings indicated that approximately 35 percent found jobs on parole in the trades in which they were trained, that individuals with a greater number of hours of training were more likely to find employment, and that one of the factors significantly restricting the placement of parolees has been the absence of an adequate staff with primary responsibility for placement. In an attempt to obtain additional information about job experiences, interviews were conducted of trainees, their parole agents, and their employers if they were employed. A summary statement is available as VT 013 701 in this issue. (Author/GEB)

VT013643
Dec 70 25p.
Seckel, Joachim P.
INTERIM ASSESSMENT OF THE JOBS RELATED TO TRAINING PROJECT.
California State Human Relations Agency, Sacramento. Dept. of the Youth Authority.
MF Available in VT-ERIC Set.
EDUC-RES-SER-REP-1

Descriptors-*Program Descriptions/*Employment Programs/*Vocational Adjustment/Job Placement/Vocational Follow-up/*Program Evaluation/*Delinquent Rehabilitation/Vocational Education/Adjustment Problems

The Jobs Related to Training Project (JRT) was initiated in June, 1968, at the Youth Training School (YTS), an institution for older youthful offenders deemed to be in need of vocational training. The project is federally funded under the Elementary and Secondary Education Act, Title I. Its major aim is to increase the employability and job adjustment of YTS graduates through job placement, job referrals, and related supportive services. This report presents a brief description of the project operation and reviews the follow-up results obtained for wards who were paroled during the first four months of 1969 and 1970. (Author)

VT013088

71 91p.

PROJECT CROSSROADS. FINAL REPORT.

National Committee for Children and Youth, Washington, D.C.

EDRS Price MF-$0.65 HC-$3.29

Descriptors-*Demonstration Projects/*Delinquent Rehabilitation/*Manpower Development/*Probationary Period/*Job Placement/Correctional Rehabilitation/Recidivism/Out-of-School Youth/Prisoners

Identifiers-District of Columbia/*Project Crossroads

In this pilot program, pretrial manpower services were provided for first offenders in juvenile and adult courts in the District of Columbia. The project offered intensive services to selected youthful arrestees during a 90-day continuance of their trials. At the end of this period charges could be dropped on the recommendation of the project staff. The demonstration phase began in 1968 and ended in February 1971, at which time the project became an independent component of the Superior Court of the District of Columbia. A related document is available as ED 048 445 or VT 012 115. (ARM Fall 1971)

VT012115

70 114p.

PROJECT CROSSROADS--PHASE 1. FINAL REPORT (JANUARY 15, 1968-MAY 15, 1969).

BBB02779

EDRS Price MF-$0.65 HC-$6.58

Descriptors-*Correctional Rehabilitation/Delinquent Rehabilitation/*Employment Services/Job Placement/*Manpower Development/Out-of-School Youth/Pilot Projects/*Prisoners/Recidivism

Identifiers-District of Columbia

In this pilot program, pretrial manpower services are provided for first offenders in juvenile and adult courts in the District of Columbia. The project offers intensive services to selected youthful arrestees during a 90-day continuance of their trials. At the end of this period charges may be dropped, on the recommendation of the project staff. About 60 percent of the first 162 participants whose cases received judicial review has their

charges dismissed because of satisfactory project participation. Project staff consists of volunteers in service to America and community volunteers for supportive services, as well as some ex-offenders. Job placement for youth has been the most serious problem in a city with little industry. The re-arrest rate for participants was 9 percent after the first year and a half of operation. The primary objective of the second phase is to provide an assessment of the impact of project services on participants, but will include continued exploration and improvements. (Author/BH)

VT012006

70 20p.

PROJECT PRIDE (PRESCRIBED REINFORCEMENT INVOLVING DIFFERENTIATED EDUCATION). ADDENDUM.

Federal Youth Center (DOJ), Ashland, KY. Educational Development Center.

MF Available in VT-ERIC Set.

Descriptors-*Learning Motivation/*Corrective Institutions/*Youth Programs/*Learning Disabilities/*Delinquent Rehabilitation/Vocational Education/Behavior Patterns/Attendance Patterns/Tests

Conducted at the Federal Youth Center, Ashland, Kentucky, the Prescribed Reinforcement Involving Differentiated Education Project (PRIDE) explored various avenues of learning in a correctional setting. Nine students from the first phase of Project Pride were reprogrammed into the regular General Education Developement (G.E.D.) program and attended classes that met with their particular work schedules. Three of the nine students and four of the original group succeeded in passing the G.E.D., which was the major premise of this experimental project. One of the 10 assumptions listed in the first phase of PRIDE and validated by collected data, stated that students displayed failure behaviors in their attitudes when recognition was not given toward their limited achievement. The findings did not answer all questions, but they did provide a milieu of probabilities that can be pursued further in another learning environment. (Author/JS)

VT011267

130p.

MODULAR INSTRUCTION. AUTOMOBILE MECHANICS VOCATIONAL TRAINING.

United States Reformatory, Petersburg, VA

MF Available in VT-ERIC Set.

U.S. Bureau of Prisons, Education and Training Division, 101 Indiana Avenue, N.W., Washington, D.C. 20537 (No Charge).

Descriptors-*Study Guides/*Teaching Guides/*Trade and Industrial Education/*Auto Mechanics/*Auto Mechanics (Occupation)/Behavior/Vocational Education/Correctional Rehabilitation/Correctional Education/Schedule Modules/Institutional Schools

This modular instructional guide was developed for use in the Automobile Mechanics Vocational Training Program at The United States Reformatory in Petersburg, Virginia. The contents are arranged in modular order so that revisions can be made without interrupting the entire procedure and students

can work at individual rates. Major units are: (1) introduction, (2) tools, (3) fuel system, (4) electrical system, (5) engine, (6) cooling system, (7) brake system, (8) power flow, (9) chassis, (10) servicing, and (11) trouble shooting and tune-up. Specific performance objectives, references, conditions, and behavior expectancies are presented for each unit. Students are expected to select pertinent information materials to aid them in the course. A training progress report chart is appended. (Not recommended for hard copy reproduction due to marginal legibility of original document.) (GEB)

VT011081

70 32p.; A Summary Report of a Dissertation by the Same Title

Nichols, Jack D.

A STUDY OF ARKANSAS PRISON INMATES CONCERNING OCCUPATIONAL TRAINING.

EDRS Price MF-$0.25 HC-$1.70

Descriptors-*Corrective Institutions/*Educational Attitudes/*Prisoners/*Vocational Education/*Vocational Interests

Identifiers-*Arkansas

Meaningful participation in a technological society requires increasingly complex skills. A previous study (1966) revealed no job openings for 79 occupational programs offered by state and federal prisons, indicating that correctional institutions face a particular challenge in providing relevant occupational education for the rehabilitation of inmates returning to the world of work. In this study of the desire for occupational training and the occupational preferences of 100 male inmates, data were collected by use of a personal data card, a questionnaire, and the Kuder Preference Record, Form C. The mean educational level for the inmates was 9.3 years. At the time of their present offense, 41 percent did not have full-time employment. It was found that (1) inmates' occupational prestige values correlate at .899 (RHO) with other individuals; (2) employment stability and security are valued more than change for advancement, high pay, local employment, or favorable working conditions; (3) 89 percent of incoming inmates desire occupational training; and (4) 92 percent were willing to take remedial courses. Appropriate occupational education offerings for prison inmates appear to be courses in driving, welding, mechanic and repairman, radio and television, and construction occupations. (CH)

VT010873

Jan 70 74p.

Rush, Ralph A.

VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS. FINAL REPORT.

RM066004

EDRS Price MF-$0.50 HC-$3.80

Descriptors-Abstracts/Community Involvement/*Conference Reports/*Corrective Institutions/*Educational Objectives/Remedial Instruction/Teacher Role/Team Teaching/*Vocational Education/*Vocational Rehabilitation

Leaders in public and institutional vocational education discussed the needs, characteristics, and problems of inmates in correctional institutions at a 2-week seminar, in order to provide a basis for program planning and

curriculum development. The general objective was elaborated into twelve programmatic objectives which include the following: (1) exploring techniques for conceptualizing the problems of inmates, (2) developing the concept that special methods and materials are necessary, (3) developing techniques for working with the leadership of local school systems, and (4) developing individual "working" guidelines to assist supervisors and teacher educators in program planning. This final report includes participant activities and involvement, the seminar plan, seminar staff, and a list of participants. Abstracts of speeches presented during the seminar are included; complete texts of all presentations are contained in a preliminary report which is available as VT 010 872. (CH)

VT010800

Jun 68 291p.

STRATEGIES FOR MEETING CORRECTIONAL TRAINING AND MANPOWER NEEDS, FOUR DEVELOPMENTAL PROJECTS.

EDRS Price MF-$1.25 HC-$14.65

Descriptors-Change Agents/*Corrective Institutions/Guidelines/*In-Service Education/Laboratory Training/*Manpower Development/Manpower Needs/ Practicums/Research Projects/Rural Areas/*Staff Improvement/Teaching Techniques

The Law Enforcement Education Act of 1965 has placed special emphasis on projects involving training and utilization of correctional manpower. The four representative projects reported here give a comprehensive view of the problems of upgrading correctional staff and possible solutions to those problems: (1) "The Developmental Laboratory for Correctional Training," used a series of university based institutes to train trainers and middle management personnel in techniques and teaching concepts not currently used in corrections; (2) "Rural Correctional Staff as Agents of Community Change," provides materials to assist trainers in planning and implementing staff training programs, and discusses rural characteristics and implications for training in detail; (3) "Targets for In-Service Training," describes a seminar which related definitions, concepts, and methods to the development of in-service training programs by correctional agencies; and (4) "Manpower for Correctional Rehabilitation in the South," reports a conference which examined regional correctional manpower needs and assessed present and potential training resources. (CD)

Journal Articles

EJ113668 CE502498

VIENNA MANPOWER BRIEF

Kraushaar, Jack Illinois Career Education Journal; 32; 2; 29 W 75

Descriptors-*Vocational Education/*Manpower Development/*Corrective Institutions/Vocational Training Centers/Vocational Rehabilitation/Rehabilitation Programs/Community Colleges/Prisoners

Identifiers-Vienna Correctional Center (Illinois)/Illinois

An overview depicts the staffing, funding, and general programing at the Vienna Correctional Center, a minimum security institution that has played a vital role in returning to society trained personnel and in lowering the number who return to the Illinois correctional system. (Author/BP)

EJ113667 CE502497

INSTITUTIONAL LEARNING IS NOT INSTITUTIONALIZED AT THE VIENNA CORRECTIONAL CENTER: PRECEPTIONS OF A TEACHER INTERN

Hall, Jackie L. Illinois Career Education Journal; 32; 2; 27-8 W 75

Descriptors-*Vocational Education/*Vocational Rehabilitation/*College Programs/*Delivery Systems/*Prisoners/Correctional Education/Rehabilitation Programs/Corrective Institutions/Community Colleges/Interinstitutional Cooperation

Identifiers-Vienna Correctional Center (Illinois)/Illinois

The Shawnee College Vienna Correctional Center Vocational Programs System is a comprehensive career education delivery system utilizing the latest and best of the exemplary-demonstration models of both public and private educational delivery systems and correctional education delivery systems. (Author)

EJ113666 CE502496

CAN INCARCERATED KIDS LABELED "DELINQUENTS" AND "SCHOOL FAILURES" OPERATE SUCCESSFULLY IN A COMMUNITY COLLEGE SETTING?

Sienko, Dennis; Sondegroth, Leo Illinois Career Education Journal; 32; 2; 24-6 W 75

Descriptors-*Career Awareness/*Community Colleges/*Delinquent Rehabilitation/*Corrective Institutions/*Program Effectiveness/Rehabilitation Programs/Vocational Counseling/Prisoners/Interinstitutional Cooperation/Prevocational Education

Identifiers-Illinois/Valley View Illinois Youth Center

The Valley View Illinois Youth Center developed a community college program, prevocational Orientation and Guidance Program for Juvenile Offenders, structured around four components: vocational exposure classes; industrial

field trips; job seeking skills development sessions; and individual vocational counseling. Program effectiveness is evaluated in terms of its internal operation and community adjustment. (BP)

EJ112084 CE502432

UNIQUE PRISON SCHOOL DISTRICT EMPHASIZES VO-ED TRAINING

Monroe, William E.; Whitson, Charles M. School Shop; 34; 7; 38-9 Mar 75

Descriptors-*Correctional Rehabilitation/*Program Descriptions/*Job Skills/*Work Attitudes/*Vocational Education/Correctional Education/Vocational Rehabilitation/Prisoners/Job Placement/Problem Solving

The first school district in the nation established within the confines of a state adult penal institution offers hands-on vocational training to 17,000 inmates (approximately half participate) in 32 subjects, 880 class hours each. Placement service, problem-solving rap groups, and human relations workshops for instructors help keep recidivism low. (AJ)

EJ112063 CE502395

WOMEN OFFENDERS: BREAKING THE TRAINING MOLD

North, David S. Manpower; 7; 2; 13-19 Feb 75

Descriptors-*Prisoners/*Females/*Vocational Rehabilitation/*Sex Role/*Changing Attitudes/Correctional Rehabilitation/Vocational Education/Sex Stereotypes/Manpower Utilization/Job Training

Vocational training programs in women's prisons have tended to reflect a traditional attitude towards women as members of the work force. This traditional attitude is changing in some institutions as training is provided women offenders in nontraditional jobs: welding, cosmetology, and home economics. (BP)

EJ107194 CG507935

THE MODEL PROGRAM AT BERKSHIRE

Gluckstern, Norma B.; Wenner, Kate Personnel and Guidance Journal; 53; 2; 155-162 Oct 74

Descriptors-*Correctional Rehabilitation/*Prisoners/*Correctional Education/Institutionalized (Persons)/Vocational Education/Corrective Institutions/Program Descriptions

Describes a model of "community-based corrections" whereby inmates are allowed to participate in vocational programs throughout the community. Presents viewpoints by several inmate-participants, correctional officers and a supervisor. (HMV)

EJ103775 CE501713

A-V LICKS AN IMPOSSIBLE SITUATION

Pounds, Jerry School Shop; 34; 2; 49 Oct 74

Descriptors-*Audiovisual Aids/*Correctional Education/*Multimedia Instruction/*Vocational Education/*Job Skills/Instructional Materials/Units of Study (Subject Fields)/Individualized Instruction/Success Factors

An extensive multi-media program designed and developed by teachers and inmates at the Atlanta Federal Penitentiary has proven highly successful in providing students hands-on vocational education experiences necessary to equip them with job-entry skills. (EA)

EJ103737 CE501675
THE PUBLIC OFFENDER--NEW REHABILITATION TRENDS
Kringer, L. Edward Journal of Rehabilitation; 40; 5; 32-4, 41 Sep/Oct 74
Descriptors-*Correctional Rehabilitation/*Group Experience/*Individualized Programs/Counseling/Job Training/Job Placement/Group Therapy/Group Counseling/Program Evaluation/Social Adjustment

EJ103240 SP 502875
REHABILITATING A CAPTIVE AUDIENCE
Percy, Charles H. Parks and Recreation; 9; 9; 25, 73-4 Sep 74
Descriptors-*Job Training/*Job Skills/*Prisoners/*Criminals/*Rehabilitation/Corrective Institutions/Recreation
This article proposes to teach prisoners useful job skills that can be used outside prison. (PD)

EJ094078 CE500601
A LESSON IN INDUSTRY-EDUCATION PARTNERSHIP
Polivchak, Philip American Vocational Journal; 49; 2; 49-52 Feb 74
Descriptors-*Corrective Institutions/*Correctional Rehabilitation/*Youth/*Apprenticeships/*Carpenters/Job Training/Pilot Projects/Counseling/Curriculum Development/Interagency Cooperation
The National Association of Home Builders, in cooperation with the Department of Labor and HEW, has designed and implemented a youthful offender program. This program offers job training and placement in carpentry apprenticeships together with basic education and has had a very high success rate. (Author/DS)

EJ094070 CE500593
ENLARGING THE CONCEPT OF ADULT EDUCATION
Hall, Clyde W. American Vocational Journal; 49; 2; 25, 26, 38 Feb 74
Descriptors-*Adult Education/*Educational Strategies/*Rural Education/*Health Occupations Education/*Correctional Rehabilitation/Conventional Instruction/Vocational Education/Correctional Education
Among the topics discussed by the Adult Education Department of the American Vocational Association were: the role of adult education in the total educational system, occupational education for the rehabilitation of adult offenders, and rural health programs. (DS)

EJ085473 AA516648

WHY NOT TRAIN OUR PRISONERS?

Eagen, Claire M. NJEA Review; 47; 2; 32-3 Oct 73

Descriptors-*Prisoners/*Correctional Education/*Correctional Rehabilitation/Corrective Institutions/Vocational Rehabilitation/Adult Vocational Education/Program Planning

Author discusses the problems and needs of prisoner education and vocational training with examples drawn from Leesburg State Prison, and offers planning suggestions to develop statewide educational programs in prisons. (GB)

EJ083744 VT505219

ANOTHER STEP FOR ADULT EDUCATION

Headrick, Marcia Agricultural Education Magazine; 46; 4; 80 Oct 73

Descriptors-*Educational Programs/*Adult Vocational Education/*Horticulture/*Correctional Rehabilitation/Vocational Rehabilitation/Rehabilitation Programs/Program Descriptions/Corrective Institutions

Identifiers-*Texas Womens Prison at Goree/Windham Independent School District

EJ083743 VT505218

JOLIET JUNIOR COLLEGE'S VOCATIONAL PROGRAMS IN THE ILLINOIS STATE PRISONS

Wright, E. Kenneth, Jr. Agricultural Education Magazine; 46; 4; 79, 82 Oct 73

Descriptors-*Educational Programs/*Technical Education/*Correctional Rehabilitation/*Vocational Rehabilitation/Rehabilitation Programs/Corrective Institutions/Program Descriptions/Job Training

Identifiers-*Joliet Junior College Inmate Training Program/Illinois

EJ079039 EM503362

TV Goes to Prison

Wolff, Jurgen M. Educational Broadcasting; 6; 3; 13-15, 35 May 73

Descriptors-*Television/*Production Techniques/*Trade and Industrial Education/*Job Training/*Correctional Education/Television Curriculum/Media Technology/Vocational Training Centers

Identifiers-Deuel Vocational Institution

A description of the Deuel Vocational Institution's program which trains prison inmates in TV production. (HB)

EJ071193 AC502325

PRISONER TRAINING - A CORPORATE ROLE?

Boockenhaupt, Herbert W. Training and Development Journal; 27; 2; 8-12 Feb 73

Descriptors-*Business Responsibility/*Correctional Education/*Job Training/*Mobile Educational Services/*Prisoners/Program Proposals/Social Responsibility

A proposal by a prisoner for on-site pre-release training in mobile facilities. (Editor)

EJ070951 AA514812
VOCATIONAL REHABILITATION BEHIND BARS
Newman, Edward New York University Education Quarterly; 4; 2; 17-23 W 73
Descriptors-*College Programs/Correctional Rehabilitation/Educational Programs/Employment Opportunities/Job Skills/*Prisoners/*Rehabilitation/Vocational Education
Reports on classroom experiences at American University of inmates from Washington, D.C.'s Lorton Reformatory enrolled in a special rehabilitation program known as LAWCOR. (DS)

EJ068868 VT504348
INMATES HELPED: FAR-SIGHTED JOB TRAINING PROGRAM PROVING ITS WORTH
Trew, Patricia Canadian Vocational Journal; 8; 3; 13-14 F 72
Descriptors-Correctional Rehabilitation/*Federal Programs/*Job Training/Manpower Development/Manpower Utilization/*Prisoners/*Program Descriptions/Social Adjustment/Vocational Counseling
Identifiers-*Canada Manpower Training Programs

EJ067954 VT504352
MANPOWER PROGRAMS FOR CRIMINAL OFFENDERS
Taggart, Robert Monthly Labor Review; 95; 8; 17-24 Aug 72
Descriptors-*Correctional Education/*Employment Services/*Manpower Development/*Prisoners/*Vocational Education
Vocational, educational, work release, and other approaches to the complex employment needs of prisoners and parolees. (Editor)

EJ065525 VT504091
DISTRIBUTIVE EDUCATION FOR INCARCERATED YOUTH
Joy, Robert D.; Dolnick, Eugene Balance Sheet; 54; 2; 66-68 Oct 72
Descriptors-Business Education/*Cooperative Education/*Correctional Rehabilitation/*Distributive Education/Educational Innovation/*Prisoners/*Program Descriptions
Distributive education for incarcerated youth has been presented as an innovative program with implications for educators at several conferences and meetings of concerned educators. (Author)

EJ058737 AC501987
CONTINUING EDUCATION - IN PRISON
Mogilnicki, Robert L. Journal of Continuing Education and Training; 1; 4; 251-7 May 72
Descriptors-*Adult Education/*Educational Policy/*Educational Programs/Elementary Education/Higher Education/*Prisoners/Secondary Education/Vocational Education
It becomes clear that if educational programs in prisons are to be successful, they need a much broader base than the economic or human resources that the individual institutions can provide. (Author)

EJ049402 VT503130
COMMERCIAL EDUCATION IN CORRECTIONAL FACILITIES
Shapiro, Warren L. EBTA Journal; 10; 1; 7-8 10 F 71
Descriptors-*Business Education/*Correctional Rehabilitation/*Corrective Institutions/*Program Descriptions/*Programed Instruction

EJ045620 AA510689
BACK TO JOBS, NOT JAIL
Worthington, Robert M.; Wenzel, William NJEA Review; 45; 3; 18-9 Nov 71
Descriptors-*Correctional Education/Prisoners/*State Programs/*Trade and Industrial Education
Identifiers-New Jersey

EJ044053 VT502780
VOCATIONAL EDUCATION IN A STATE CORRECTIONAL INSTITUTION
Myott, Larry; Fuller, Gerald R. Agricultural Education Magazine; 44; 5; 132-133 Nov 71
Descriptors-Cooperative Programs/*Correctional Education/*Disadvantaged Youth/*Program Descriptions/Rehabilitation Programs/Vocational Agriculture/*Vocational Education
Identifiers-Occupational Exploration

EJ040766 SP501012
PROFILE OF A SCHOOL 8/KAWARTHA LAKES SCHOOL, LINDSAY
Orbit; 2; 1; 28 Feb 71
Descriptors-Academic Education/*Correctional Education/*Corrective Institutions/*Delinquent Rehabilitation/*Females/Vocational Education

EJ031970 VT502122
PATHFINDING BEHIND BARS
Marshall, Patricia Manpower; 3; 1; 20-25 Jan 71
Descriptors-*Adult Vocational Education/*Correctional Education/Correctional Rehabilitation/Corrective Institutions/*Criminals/Employment Programs/*Federal Programs/Program Evaluation
Identifiers-*Manpower Development and Training Act Programs/Programed Activities for Correctional Education
This special issue of Manpower is entitled "Making Prison Training Work." (BH)

EJ011774 AC500381
INTERNAL-EXTERNAL CONTROL, LEARNING, AND PARTICIPATION IN OCCUPATIONAL EDUCATION
Peters, John Marshall Adult Education; 20; 1; 23-43 69
Descriptors-*Environmental Influences/*Learning Motivation/Participation/*Prisoners/*Psychological Characteristics/*Vocational Education
After examining prison inmates in their participation in occupational education programs, it was concluded that a person's control or lack of control over his environment affects his willingness to learn information or engage in activities that can be expected to increase his chance of control over his environment. (SE)

VOCATIONAL EDUCATION FOR MIGRANTS

ERIC Documents

ED093530 RC007986
1973 POST SEASON RURAL MANPOWER REPORT.
Michigan State Dept. of Labor, Detroit. Michigan Employment Security Commission.
Pub Date-73 Note-31p.; For related documents, see ED 051 939, ED 065 241 and ED 080 225
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors-*Agricultural Laborers/*Annual Reports/Community Support/ Demography/*Employment Services/Field Crops/Human Services/Industrialization/ Job Training/Labor Supply/*Manpower Utilization/Migrants/*Rural Areas/ Tables (Data)/Wages
Identifiers-*Michigan
The 1973 annual report describes services provided by the Rural Manpower Service (RMS) to 63 Michigan counties. Section I describes the organization of the RMS, and its 2 special projects--Operation Hitchhike, and the National Migrant Worker Program (formerly the Mobility Facilitator Unit). Section II gives rural area demographic data and manpower services for rural residents, including non-agricultural and small town residents. Wages and earnings in agriculture were collected for 9,395 seasonal workers, indicating that the average hourly earnings of piece work rated laborers increased 15.3 percent over that of 1972. Minimum piece work rates and tables of prevailing wage rates are also given. Employment operations given in Section IV indicated that Michigan's labor situation in 1973 was in a state of transition, since most crops approached optimum mechanization levels. Sufficient migrant housing was also in short supply. Section V gives the 12 major crops in the state. Much of the information is presented in the 13 tables, charts, maps, and attachments. (KM)

ED093527 32 RC007983
EVALUATION OF THE IMPACT OF ESEA TITLE I PROGRAMS FOR MIGRANT CHILDREN OF MIGRANT AGRICULTURAL WORKERS. VOLUME IV--APPENDICES. FINAL REPORT.
Exotech Systems, Inc., Falls Church, VA
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Contract-OEC-0-73-0884
Pub Date-25 Jan 74 Note-180p.; Volume IV of 4 volumes, RC 007 980-982
EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE

Descriptors-*Case Studies/Child Development/Elementary Grades/*Federal Programs/Health Services/In-Service Education/Migrant Child Care Centers/*Migrant Child Education/Mobile Educational Services/*Program Descriptions/*Program Evaluation/Secondary Grades/Tables (Data)/Testing/Vocational Education

Identifiers-*Elementary Secondary Education Act Title I/ESEA Title I

Volume IV of the evaluation report consists of case studies from 10 migrant education projects in 8 of the sample states. These projects were visited in July through September 1973. The case studies give noteworthy or innovative aspects of the projects, detailed descriptions, and the functions. The projects are: (1) Harnett County Summer Migrant Education Project; (2) Pitt County Migrant Education Project; (3) New Jersey Office of Migrant Education Recruiting Program; (4) New Jersey Office of Migrant Education Health Services for Migrant Children; (5) The Archway School; (6) Mobile Educational Unit Program; (7) Pilot V Program; (8) Migrant Summer School - Williamson Central School; (9) Dixon Camp Migrant Infant Care Program; and (10) Vocational Child Development Program - Hamilton Union High School. The observers found that most noteworthy projects, no matter where they were located, what kind of a program they offered, or how much money they had, were characterized by the strong central leadership of the project directors and by the personal dedication of the staff. The appendices include: (1) supplementary data and calculations for the recommended estimation method discussed in Volume I; and (2) the Texas testing results mentioned in Volume II. (NQ)

ED093525 32 RC007981

EVALUATION OF THE IMPACT OF ESEA TITLE I PROGRAMS FOR MIGRANT CHILDREN OF MIGRANT AGRICULTURAL WORKERS. VOLUME II--IMPACT ANALYSIS. FINAL REPORT.

Exotech Systems, Inc., Falls Church, VA

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Contract-OEC-0-73-0884

Pub Date-25 Jan 74 Note-250p.; Volume II of 4 volumes, RC 007 980; RC 007 982-983

EDRS Price MF-$0.76 HC-$12.05 PLUS POSTAGE

Descriptors-Academic Achievement/Advisory Committees/Bilingual Education/Community Involvement/Dropouts/*Educational Assessment/Educational Programs/Federal Programs/*Migrant Child Education/Parent Attitudes/*Program Effectiveness/*Program Evaluation/Reports/Student Attitudes/*Tables (Data)/Teacher Aides/Vocational Education

Identifiers-*Elementary Secondary Education Act Title I/ESEA Title I

Elementary and Secondary Education Act Title I migrant programs focus on identifying and meeting the needs of migrant children through remedial instruction, health, nutrition and psychological services, cultural development, and prevocational training and counseling. Evaluating the impact of Title I programs for migrant children, the study determined the success of the federal program in meeting the migrant child's needs. The sample consisted of 100 projects in 10 states. Analysis was done by compiling answers by subject and type of respondent and aggregating the data by state. This

volume (II) of the 4 volume evaluation reports on the qualitative and quantitative assessment of the impact of the state education agency and local education agency levels. Information is also given on factors accounting for observed variations in impact and the extent to which federal funds were used to supplant, rather than supplement, other funding sources. Topics covered are: (1) impact of the Migrant Education Program on migrant students; (2) services provided to migrant students by the Migrant Education Program; (3) paraprofessional program aides; (4) home-school relationships; (5) advisory councils; (6) staff attitudes; and (7) parental attitudes. The majority of the information is in tabular form. (NQ)

ED093524 32 RC007980

EVALUATION OF THE IMPACT OF ESEA TITLE I PROGRAMS FOR MIGRANT CHILDREN OF MIGRANT AGRICULTURAL WORKERS. VOLUME I--EXECUTIVE SUMMARY, SUMMARY OF FINDINGS, AND RECOMMENDATIONS. FINAL REPORT.

Exotech Systems, Inc., Falls Church, VA

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Contract-OEC-0-73-0884

Pub Date-25 Jan 74 Note-67p.; Volume I of 4 volumes, RC 007 981-983

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-Attitudes/Bilingual Education/Community Involvement/*Educational Assessment/Federal Programs/Formative Evaluation/In-Service Education/*Migrant Child Education/*Program Administration/*Program Evaluation/Reports/Resource Allocations/*State Programs/Teacher Aides/Vocational Education

Identifiers-*Elementary Secondary Education Act Title I/ESEA Title I

The legislative mandate of Section 507, 1972 Education Amendments (PL 92-318), called for an evaluation and assessment of Title I (1965 Elementary and Secondary Education Act) operations and their impact on migrant students. Emphasizing a comprehensive description of program activities, the study did not attempt to measure educational quality by quantitative techniques, other than by some attitude questions asked of teachers, teacher aides, migrant students, and parents. The sampling plan provided an in-depth view of program activities in California, Florida, Texas, Colorado, Michigan, New Jersey, New York, North Carolina, Ohio, and Washington. Analysis method was to: (1) compile answers by subject and type of respondent; and (2) aggregate the data by state. Measures of central tendencies in reponse to questions were also derived and reported. The report is in 4 volumes; this volume (I) contains the contractor's executive summary, findings, recommendations, and the U.S. Office of Education's executive summary. Among the findings are: (1) migrant students fall behind their peers in academic achievement and grade levels, especially in grades 3 and 4; (2) most drop out of school before the 9th grade; and (3) lack of uniform and coordinated planning and implementation results in duplication and gaps in service delivery. (NQ)

ED091134 RC007898

TEXAS MIGRANT LABOR. 1973 ANNUAL REPORT.

Good Neighbor Commission of Texas, Austin.

Pub Date-73 Note-71p.; For related document, see ED 079 009
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors-*Agricultural Laborers/*Annual Reports/Bilingual Education/Change Agents/Economic Factors/Education/Foreign Workers/Health/Housing/*Mexican Americans/*Migrant Workers/Migration Patterns/Program Descriptions/Program Development/*Socioeconomic Influences/Spanish Speaking/Vocational Education
Identifiers-Good Neighbor Commission/*Texas
The Good Neighbor Commission of Texas, organized under a 1943 federal grant and later constituted as a state agency, coordinates the work of the federal, state, and local governments in improving travel and working conditions of migrant farm workers. The basic responsibilities presented in its 1973 annual report are: (1) surveying conditions and determining problem areas for migrants and (2) developing, in coordination with state agencies, specific programs to meet the needs of agricultural workers and their families. An overview of Texas migrant labor describes the emergence and final domination of the seasonal agricultural labor force by Spanish speaking people (primarily Mexican American). The report also discusses Texas agriculture and migrant labor, alien labor and immigration, and vocational programs for migrants. Current developments in education, housing, health, jobs, and economics are also presented. Brief recommendations which would result in direct and immediate benefit to migrants and their families are given, some of which will require legislative action, while others will require administrative directives to bring about refinement, and in some cases redirection, of agency programs. (NQ)

ED080225 RC007140
1972 POST SEASON RURAL MANPOWER REPORT.
Michigan State Dept. of Labor, Detroit. Michigan Employment Security Commission.
Pub Date-72 Note-34p.; Related document is ED 065 241
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors-*Agricultural Laborers/Community Support/*Employment Services/Field Crops/*Job Training/*Manpower Development/Migrants/Mobility/*Rural Areas/Wages
Identifiers-*Michigan
Services provided by the Rural Manpower Service to 23 Michigan counties were described in this report. Services included those provided by the special projects, Operation Hitchhike and the Mobility Facilitator Unit. Major topics were program highlights, public relations, wages and earnings, rural manpower services, major crops, and employment and operations. Special migrant problems being encountered and anticipated in 1973 were listed. Possible solutions to problems included an intensified training program for work outside the migrant stream, and a public works program in home areas that pay wages above the legislated minimum rates so that the entire family does not have to work to support the household. (PS)

ED078974 32 RC007073
MIGRANT EDUCATION. THIRD ANNUAL REGIONAL WORKSHOP (VIRGINIA BEACH, VA, MARCH 5-9, 1972).

Nachman, Cynthia P., Comp.
Virginia State Dept. of Education, Richmond. Office of Federal Programs.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.
Pub Date-9 Apr 72 Note-29p.
EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE
Descriptors-Communication (Thought Transfer)/Educational Development/*Group Discussion/Health/*Migrant Education/Nutrition/*Reading/*Reports/Teacher Aides/Vocational Education/*Workshops

The Third Annual Regional Workshop on Migrant Education was held on March 5-9, 1972 in Virginia Beach, Virginia. This conference was for migrant educators from the Eastern Stream states extending from the Gulf of Mexico north to New England. Over 480 participants met, coordinating their ideas and experiences to create a better world for the migrant child. Among the participants were state directors, superintendents, administrators, teachers, teacher aids, home-school coordinators, terminal operators, and school nurses. Speeches and group meetings devoted to interstate cooperation for migrant programs were held during the workshop. Excerpts from some of the speeches and group discussions were given in this booklet. Some topics covered were the Criterion Reference Reading System; vocational education; health; nutrition; recruitment; utilization of teacher aides; the effective use of terminal operators; the stress of communication; use of posters, pamphlets, and pictures; and interstate cooperation for the exchange of teachers, teacher aides, teaching materials, and migrant transfer records. (NQ)

ED075591 VT019792
A SURVEY OF RECENT LITERATURE RELEVANT TO OPTIMIZING THE BENEFITS OF YOUTH PROJECT FOR RURAL YOUTH IN THE SOUTHEASTERN STATES. FINAL REPORT.
Rogoff, Barbara M.; et al.
North Star Research and Development Inst., Minneapolis, Minn.
Spons Agency-Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Report No.-DLMA-41-2-001-27
Pub Date-29 Aug 72 Note-58p.
Available from-National Technical Information Service, Springfield, Virginia 22151 (PB 212 562, MF $0.95; HC $3.00)
Document Not Available from EDRS.
Descriptors-Area Studies/Cost Effectiveness/Demography/Educational Experience/Ethnic Groups/Industrial Training/*Literature Reviews/Manpower Development/Manpower Utilization/Migration/Population Trends/*Rural Areas/*Rural Youth/Social Mobility/Socioeconomic Status/*Southern States/Surveys/*Youth Programs
Identifiers-*Benefits

In this study a review was made of more than 140 publications which deal with the occupational and social adjustment of rural youth in the Southeastern region. This review primarily focuses on publications that concern: (1) the changing economic environment of rural youths, (2) their migration patterns, (3) their educational system, (4) their participation in federal manpower programs, and (5) their occupational and social adjustment. (Author/SN)

ED072907 RC006793

REPORT OF ILLINOIS MIGRANT COUNCIL. PROGRAM YEAR 1971-1972.

Illinois Migrant Council, Chicago.

Pub Date-72 Note-22p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-Adult Basic Education/*Agricultural Laborers/Child Development/*Employment Services/Housing/Legal Problems/Migrant Health Services/*Migrant Welfare Services/*Migrant Worker Projects/Migrant Youth/Needs/*State Legislation/Vocational Education

Identifiers-*Illinois

Programs for migrant and seasonal farmworkers sponsored by the Illinois Migrant Council are described in this annual report. Accomplishments during the program year 1971-72 are described in the areas of decentralization of the Illinois Migrant Council; legislation concerning migrants and seasonal farmworkers; legal services; institutional change in the Illinois Department of Public Aid, the Illinois State Employment Services, and the Illinois Department of Public Health; educational and occupational programs; child development, particularly the establishment of day care programs; cooperatives; and the development of a multiservice center to aid people settling out of the migrant stream. Unmet needs are summarized: health needs, including the need for a medical delivery system for migrant farmworkers; skill training needs; and youth program needs for teen-age migrants. (PS)

ED072903 RC006795

MIGRANT ACTION PROGRAM. ANNUAL REPORT, 1972.

Migrant Action Program, Mason City, Iowa.

Report No.-OEO-CG-8503

Pub Date-72 Note-53p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-Adult Basic Education/*Annual Reports/Child Care Centers/Clinics/*Financial Support/Manpower Development/Mexican Americans/Migrant Child Education/*Migrant Health Services/*Migrants/*Migrant Worker Projects/Migrant Youth/On-the-Job Training/Program Descriptions/Spanish Speaking/Vocational Education

Identifiers-*Iowa/Migrant Action Program

The philosophy behind and the operations of the Iowa Migrant Action Program (MAP) are discussed in this 1972 annual report. In developing its programs, MAP emphasizes self-determination as a key factor in redirecting the migrant to a life style different from the one he has known. MAP's various projects are intended to economically upgrade the migrant seasonal farmworkers. In its manpower component, MAP offers such programs as Settlement, On-the-Job Training, Vocational Training, Adult Basic Education, and Direct Job Placement. Included in its migrant children's programs are 4 child development centers which MAP operates to aid the migrant child in developing self-identity, personal worth, and self-expression. MAP provides, in its health component, family clinics, emergency care, immunization programs, dental screening and follow-up care, health education programs, and physicals for children attending migrant summer schools. MAP has received funds from the American Freedom from Hunger Foundation to provide emergency

housing loans to migrant seasonal farmworkers settling in communities in Iowa, from the National Drug Center to deal with the drug abuse problem among migrant workers, and from the North Iowa Library Extension. Complete funding data is included in this annual report along with a listing of MAP's board of directors, full-time staff, and part-time staff. (NQ)

ED059797 RC005936

THE AGRICULTURAL WORKFORCE AND RURAL DEVELOPMENT: THE PLIGHT OF THE MIGRANT WORKER.

Lassey, William R.; Navratil, Gerald

Montana State Univ., Bozeman. Montana Agricultural Experiment Station.

Spons Agency-Department of Agriculture, Washington, D.C.

Pub Date-71 Note-28p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-Community Relations/Cultural Background/Education/*Employment Patterns/Federal Legislation/Federal Programs/Income/Job Placement/Job Training/*Mexican Americans/*Migrant Workers/*Needs/*Rural Development/Social Background/Unions

Identifiers-Montana

Discussed in this report are the Mexican American migrant agricultural workers who migrate annually to Montana. Much of the information included was collected as part of a study of educational programs for migrants undertaken during the summer of 1970. The report discusses topics such as the cultural and social backgrounds of these migrants, housing, community relations, employment, income, education, job training, rural economic development, human resource development, and the unionization of migrants. (NQ)

ED058543 AC012257

A NEW CONCEPTUAL MODEL FOR ADULT BASIC EDUCATION STAFF TRAINING WITH APPLICATION TO CORRECTIONS, NEW CAREERS AND MIGRANT EDUCATION.

Hoffman, Hy; Pagano, Jules

Adult Education Association of U.S.A.; Washington, D.C.

Spons Agency-Office of Economic Opportunity, Washington, D.C.

Pub Date-Oct71 Note-57p.

Available from-Adult Education Association of the USA, 810 Eighteenth Street, N.W., Washington, D.C. 20006 (no price quoted)

Document Not Available from EDRS.

Descriptors-*Adult Basic Education/Adult Educators/Annotated Bibliographies/Career Education/*Conceptual Schemes/Correctional Education/Federal Programs/Field Interviews/Literature Reviews/Migrant Adult Education/Nonprofessional Personnel/*Professional Personnel/Special Degree Programs/*Staff Improvement/Summer Institutes/Surveys/*Training Techniques/Universities

The objective of this project was to review and analyze staff development programs in adult basic education in order to identify the most promising ideas, curricula materials, methods and approaches for the purpose of designing new training models. To accomplish this, the following activities were carried out: a review of the professional literature; field visits; and a direct mail survey. Particular attention was paid to training programs and

models judged most effective in dealing with those special problems inherent in this conditions of poverty; most supported in program rationale by accurate and extensively documented results; and most resourceful in management and professional/paraprofessional staffing patterns. The study has identified the nature and scope of staff ABE training needs. The findings are reflected in a conceptual model for application to three ABE settings: in corrections, in New Careers, and in migrant education. Appendix A, an annotated bibliography, contains 114 items of research and investigation on adult basic education staff training, representative of the literature from 1965 to 1970 of the U.S. as well as other countries. (Author/DB)

ED056802 32 RC005725

FLORIDA COMPENSATORY MIGRANT "LEARN AND EARN" PROGRAM: AN EVALUATION.

Cage, Bob N.; et al.

Florida State Dept. of Education, Tallahassee; Florida Univ., Gainseville. Institute for Development of Human Resources.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date-Aug 71 Note-134p.

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

Descriptors-Attendance/Attitudes/*Basic Skills/Behavior Change/Cognitive Development/Employment Interviews/Hygiene/Job Training/Mathematics Education/*Migrant Education/*Mobile Educational Services/Oral Communication/Participation/Personality Development/*Prevocational Education/*Program Evaluation/Reading Development/Self Esteem

Identifiers-Florida

Instituted by the Migrant Section, Florida State Department of Education for the 1970-71 school year, the Migrant Compensatory Learn and Earn Program operated 30 mobile units (2 on elementary, 4 on high school, and 24 on junior high school campuses) which housed 4 pre-vocational programs (Hospital, Housekeeping, Auto Tune-up, and Supermarket) on 21 school campuses in 5 Florida counties: Broward, Hillsborough, Orange, Palm Beach, and Polk. For evaluative purposes, pre- and post-test data were collected on this sample of 441 participating students using various instruments, checklists, surveys, and work sample tests ranging from the Peabody Picture Vocabulary Test to teachers' weekly reports. Evaluation revealed that the experimental group generally showed no significant advantage over the control group (n=353) in terms of reading comprehension, arithmetic-computation ability, and self-esteem; however, significant positive findings for the experimental group were indicated in the students' participatory ability in conducting oral job interviews and completing job application forms; in 11 of 14 areas of on-the-job work functions; in attendance; and in personal appearance, behavior, relationship to peers, and punctuality. Included in the document are 13 recommendations, 17 tables, and 17 appendixes showing and describing the program and evaluative instrumentation used. (MJB)

ED054881 RC005514

TRAINING AND RELOCATION OF MEXICAN AMERICANS: IMPLICATIONS FOR MANPOWER POLICY.

Kleibrink, Michael C.; Ruesink, David C.

Pub Date-27 Aug 71 Note-15p.; Paper presented at the Rural Sociological Society Meetings in Denver, Colorado, August 27, 1971

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-Attitudes/*Job Training/*Manpower Development/*Mexican Americans/Off-the-Job Training/On-the-Job Training/Questionnaires/*Relocation/*Research/Research Needs/Research Utilization/Security/Tables (Data)/Training Allowances/Underemployed

Identifiers-Texas

The problem of moving workers from one community to another is not a new topic, but it is a little studied one. Much research has been done on the demographic characteristics of migrants, but there are very few studies of the sociopsychological characteristics of migration. In this study, the importance placed by the relocated individual on various kinds of opportunity structures is analyzed along with the changing perceived social status in the sending and receiving communities. The data from 140 relocatees are presented in a post-factum analysis but reveal that opportunity structures that avoid social impediments to raising status are more important to this group than those removing economic barriers. Furthermore, most of those who stayed on their new jobs and most of those who left felt that they were better off in the receiving community. The authors use these data to develop a model for policy use and further research. Related documents are ED 032 157 and ED 042 556. (Author/BO)

ED044219 RC004793

NORTH CAROLINA MIGRANT EDUCATION PROGRAM EVALUATION REPORT, 1970.

Learning Inst. of North Carolina, Durham.

Spons Agency-North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date-Oct 70 Note-95p.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Descriptors-Annual Reports/Counseling Programs/Educational Needs/Institutes (Training Programs)/Interagency Coordination/*Migrant Education/*Program Descriptions/*Program Evaluation/Special Services/*State Programs/*Supplementary Education/Vocational Education

Identifiers-*North Carolina

The second annual report on the effectiveness of North Carolina's migrant education program summarizes information compiled in 22 individual project reports. The information is based on attendance reports, application/authorization forms, on-site visitation reports, and state department questionnaires. Objectives of the state's migrant education program are (1) to provide a continuous educational program for migratory children; (2) to maintain and improve reading and other basic educational skills of migratory children; (3) to provide vocational and prevocational instruction for migratory youth; (4) to provide food, clothing, health, and other supporting services; and (5) to provide cultural enrichment activities. Funds are to be used for supplementary programs which are designed to meet the special educational needs of migratory children and for coordinating these programs and projects with similar programs and projects in other states. Six new programs and 4 exemplary projects are described. Recommendations are made for instructional programs, ancillary services, and state administration. (JH)

ED042556 RC004619

VALUE ORIENTATIONS OF RETRAINED-RELOCATED WORKERS: A STUDY OF RURAL URBAN ADJUSTMENT.

Kleibrink, Michael C.; et al.

Texas Agricultural Experiment Station, College Station.

Pub Date-Aug 70 Note-17p.; Paper presented at the Rural Sociological Society Meeting (Washington, D.C., August 1970)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-Achievement/*Aerospace Industry/Behavioral Science Research/Employees/Goal Orientation/*Job Training/*Mexican Americans/Migrant Employment/Relocation/*Rural Urban Differences/*Values

Identifiers-Texas

In the attempt to develop means for underemployed workers to increase their level of economic success, 684 south Texans (mostly Mexican Americans) were retrained for aircraft assembly and then relocated in the Dallas vicinity. Some 46 relocated workers were interviewed 1 month after their relocation in order to ascertain adjustment patterns resulting from moving to the more dominant American cultural system. Those who remained in the program were interviewed again at 6, 12, and 18 months after relocation. In addition, 6 returnees were interviewed in south Texas. The analysis attempts to show the relation of successful rural-urban migration to achievement as a primary value orientation. Findings suggest that importance of family is significantly related to failure in a relocation program. On the other hand, achievement orientations are slightly more important to stayers than to returnees. Measures of delay of gratification used give only slight support to the achievement model. The authors conclude that the theoretical framework used is valid but that better measures of values are needed for a predictive model. The analysis points to an important use of the value framework in the study of migration. (Author/AL)

AIM/ARM Documents

VT020467
72
Kayser, Bernard
CYCLICALLY-DETERMINED HOMEWARD FLOWS OF MIGRANT WORKERS AND THE EFFECTS OF EMIGRATION.
Organisation for Economic Cooperation and Development, Paris (France).
900
Document Not Available from EDRS.
OEC Publication Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006
82-72-02-1
Descriptors-*Migrant Workers/*Foreign Countries/*Migration Patterns/*Business Cycles/Labor Force/Labor Supply/*Economic Research
Identifiers-*Europe
This study of the effects of emigrant labor in Europe is focused on the statistics of the homeward flows of migrant labor. The 1966-67 economic recession led to a steep decline in the employment of foreigners and a corresponding increase in the number of returnees home. Cyclically-determined homeward flows were substantial and numerous and therefore very different from normal or habitual returns. Italian emigration is one of the largest constant proportions of emigration and repatriation and in most cases the returns followed a short period of work abroad. The successful emigrants in any country are the active, enterprising, and more physically fit for hard work. The effects of cyclically-determined returns to homelands, even when they involved tens of thousands of workers, proved to be little different, in the final analysis, from the regular and normal flows, taking the form of prolonged holidays at home. (MU)

VT016788
Mar 72 33p.
McElroy, Robert C.
THE HIRED FARM WORKING FORCE OF 1971: A STATISTICAL REPORT.
Economic Research Service (DOA), Washington, D.C.
MF Available in VT-ERIC Set.
AGR-ECON-R-222
Descriptors-*Labor Force/Farm Labor/Tables (Data)/*Agricultural Laborers/Migrant Workers/Employment/*Farm Labor Supply/*Wages/Statistical Analysis
This report presents information on the size and composition of the 1971 Hired Farm Working Force (HFWF) and on the employment and cash earnings from farm and nonfarm wage work obtained during the year. Brief highlights

point up some of the most pertinent facts from the detailed data in the statistical tables. The data were obtained from the annual survey conducted for the Economic Research Service by the Bureau of the Census as a supplementary part of the regular current population survey made in December 1971. Among the findings are: (1) The Hired Farm Working Force of 1971 (HFWF) consisted of about 2.6 million persons 14 years of age and over who did some farmwork for cash wages during the year; (2) Members of the 1971 HFWF were mostly young (median age 22), white (78 percent), male (76 percent), persons living in nonfarm places (73 percent); (3) Only 19 percent were engaged chiefly in farm wage work; (4) About 58 percent (primarily housewives and students) were not in the labor force most of the year; and (5) About 172,000, or 7 percent of the total, were domestic migratory workers. (Author/JS)

VT015048

Dec 71 187p.

Miller, Paul B.

THE ROLE OF FARM LABOR MARKET INSTITUTIONS IN THE LOWER RIO GRANDE VALLEY OF TEXAS.

Wright State Univ., Dayton, Ohio. Dept. of Economics.

MF Available in VT-ERIC Set.

Descriptors-Pilot Projects/Labor Economics/Farm Labor Supply/*Farm Labor Problems/Manpower Development/*Migrant Workers/*Mexican Americans/Interviews/Tables (Data)/*Manpower Needs/Vocational Development/Problem Solving/*Labor Market

Identifiers-Texas/Lower Rio Grande Valley

To study the operation of the farm labor market in south Texas and analyze the functions of their labor market institutions, and to formulate policy recommendations for relieving problems of farm workers and employers, interviews were conducted in a pilot project with area residents to collect primary and secondary data, focusing on economic and cultural factors affecting the employment behavior of Mexican American farm workers. Crew leaders, agricultural employers, the Texas Employment Commission, and private labor recruiters make up the principal labor market institutions. The labor surplus, wage fluctuations, and lack of labor market information severely handicap the migrant household head, whose average annual earnings in 1968 was $1,695, averaging 13 weeks of unemployment and 9 weeks out of the labor force. To improve mobility and expand employment opportunities of farm workers, manpower policies must be developed and implemented which: (1) improve the functioning of the local labor market, (2) improve the scheduling of work for migrants, (3) eliminate or control commuters, (4) promote economic development in the lower Rio Grande Valley, (5) improve agricultural employment practices, and (6) encourage permanent migration or resettlement. A wide range of tables present the data. (AG)

VT014781

87p.

Hooker, Dennis

HANDBOOK FOR LEARN AND EARN TEACHERS. FLORIDA MIGRATORY CHILD COMPENSATORY PROGRAM.

Florida State Dept. of Education, Tallahassee.
MF Available in VT-ERIC Set
Descriptors-*Teaching Guides/*Vocational Education/*Migrant Adult Education/Migrant Youth/Migrants/Job Training/Manuals
Identifiers-Elementary Secondary Education Act Title I/ESEA Title I
This handbook has been prepared for the use of teachers in the Learn and Earn Program, a project of the Florida State Department of Education, Migrant Section, funded under Title I, Elementary Secondary Education Act (ESEA). Information includes: (1) a discussion of the rationale of the Learn and Earn Program; (2) guidelines for implementation; (3) facilities descriptions, standards and location; (4) evaluation suggestions; and (5) course outlines and units for auto mechanics, supermarket checker, patient care, child care, adolescence, venereal diseases, drugs, and eye care. (SB)

VT012018
Apr 70 334p.
North, David S.
THE BORDER CROSSERS: PEOPLE WHO LIVE IN MEXICO AND WORK IN THE UNITED STATES.
Transcentury Corp., Washington, D.C.
Document Not Available from EDRS.
National Technical Information Service, Operations Division, Springfield, Virginia 22151 (PB 191 692, MF $0.95; For hard copy price see catalog)
Descriptors-*Agricultural Laborers/*Braceros/Economic Development/Federal Laws/Federal Programs/Immigration Inspectors/Individual Characteristics/*Labor Market/Low Income Counties/*Mexican Americans/Migrant Workers
This study investigates the characteristics of the border crossers and their role in federal programs, and analyzes their impact in depressed areas. In order to obtain information about the estimated 100,000 commuters working in the United States, a team of bilingual Mexican Americans interviewed Mexican citizens legally and illegally working in the United States, and U.S. citizens living in Mexico and crossing the border to work. Among legally working aliens, every hundredth name was selected for an interview, while the illegal workers surveyed were all those willing to be interviewed at three detention centers. Citizen commuters, for whom no lists were available, were interviewed at the American Consulate-General in Juarez, and at various border crossings. The data shows that the border crossers depress job opportunities and wage levels, and discourage union organization. Although they benefit from many federal programs, they do not pay their share of the costs of the programs. The study recommends several alternate solutions using more realistic restrictions on commuters. (BH)

Journal Articles

EJ109995 SO503436

TWO MIGRANT WORKERS SPEAK. THE EDUCATION OF MIGRANT WORKERS--WHERE DO WE STAND?

Castanheira, Alexandre; Ladji, Niangane Prospects; 4; 3; 369-377 Aut 74

Descriptors-*Labor Education/*Migrant Education/*Vocational Education/*Literacy Education/*Second Language Learning/Adult Literacy

Identifiers-France

Functional literacy and multivalent vocational training are primary educational needs of migrant workers. These needs must be fulfilled through a worker oriented rather than an employer or nationalistically oriented educational program. (JH)

EJ109992 SE503433

A WORLD-WIDE OVERVIEW OF MIGRATORY MOVEMENTS. THE EDUCATION OF MIGRANT WORKERS--WHERE DO WE STAND?

Blanchard, Francis Prospects; 4; 3; 348-356 Aut 74

Descriptors-*Migration Patterns/*Employment Patterns/*Migrant Education/*Labor Market/*Labor Education/Socioeconomic Influences/Occupational Guidance/Migrants/Vocational Education

Identifiers-International Labour Organization (ILO)

A survey of world migration patterns prefaces a declaration of educational problems and ways of solving them as viewed by the International Labour Organization (ILO). The problems are conceptualized on the socio-cultural and occupational levels and involve both the worker and his family. (JH)

EJ095842 CG507055

THE FAMILY TRAINING CONCEPT

Porter, Gwendolyn H. Family Coordinator; 23; 2; 171-174 Apr 74

Descriptors-*Educational Programs/*Adult Vocational Education/*Job Training/*Migrant Education/*Migrant Workers/Family Counseling/Family Programs/Vocational Development

The author describes a program in which the families of migrant workers were educated, trained, and placed in permanent jobs. This program also provided health, counseling, and child care services. (RWP)

EJ077620 RC501218

VOCATIONAL TRAINING FOR INDIAN MIGRANTS: CORRELATES OF SUCCESS IN A FEDERAL PROGRAM

Clinton, Lawrence; et al. Human Organization; 32; 1; 17-27 Spr 73
Descriptors-*American Indians/Correlation/*Federal Programs/*Migrants/*Success Factors/*Vocational Education
Identifiers-Bureau of Indian Affairs

EJ061027 VT503860
WORK AS AN ORGANIZING CENTER FOR LEARNING
Yeck, David F. Illinois Career Education Journal; 29; 4; 26-27 Spr 72
Descriptors-*Career Education/Conceptual Schemes/*Migrant Workers/*Program Descriptions/*Summer Programs
Identifiers-*Truck Farming
Explains the development and implementation of a plan for teaching, using an occupation as the organizing center. (Author)

EJ060218 UD501596
VENGO DEL VALLE: PART II
Casavantes, Edward Civil Rights Digest; 5; 1; 23-28 W 72
Descriptors-*Blue Collar Occupations/Cultural Differences/Culture Conflict/Economic Factors/*Employment Opportunities/Income/*Job Training/*Mexcian Americans/Migrant Workers
Identifiers-Texas
The second of two articles concerning a program designed to train migrant, semi-skilled, and unskilled Mexican American workers for stable, well-paying jobs. The first article appeared in the Summer 1971 issue of "Civil Rights Digest," Volume 4, Number 3. (RJ)

EJ050959 UD501390
VENGO DEL VALLE: PART I
Casavantes, Edward J. Civil Rights Digest; 4; 3; 12-17 Sum 71
Descriptors-Ethnic Groups/*Industrial Training/*Mexican Americans/*Migrant Employment/Migrant Problems/Migrant Workers/*Migrants/Semiskilled Workers/Unskilled Workers

EJ040814 UD501051
HEP--ONE WAY UP FOR MIGRANTS
Lubin, Shami Opportunity; 1; 2; 20-22 Mar-Apr 71
Descriptors-*College Bound Students/Counseling Programs/Employment/Federal Aid/*Federal Programs/*Migrant Youth/*Program Descriptions/*Vocational Education
Goal of this program is to place the migrant and seasonal farm worker youth dropouts into vocational training, good-paying jobs with a future, or college. (DM)

EJ037045 VT502387

BASIC BUSINESS FOR MIGRANT WORKERS' CHILDREN

Kraman, Ann Business Education Forum; 25; 6; 16-17 Mar 71

Descriptors-*Business Education/*Consumer Education/General Education/*Migrant Children/*Student Needs/*Teaching Techniques

VOCATIONAL EDUCATION FOR THE HANDICAPPED

ERIC Documents

ED106440 ED015266

VOCATIONAL EDUCATION FOR THE DISADVANTAGED AND HANDICAPPED IN INDIANA: A STATUS REPORT.

White, Thomas R.; et al.

Indiana Univ., Bloomington. School of Education.

Spons Agency-Indiana State Board of Vocational Education, Indianapolis.

Pub Date-Jul 74 Note-83p.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Descriptors-*Educational Needs/Effective Teaching/Emotionally Disturbed Children/Handicapped Students/Mentally Handicapped/Physically Handicapped/ Research Reviews (Publications)/Special Education/*Special Education Teachers/ Surveys/*Teacher Attitudes/*Vocational Education

Identifiers-*Indiana

This study examines educational programs, supported by the Indiana State Board for Vocational and Technical Education, for the disadvantaged and makes recommendations regarding future education for professional personnel involved in such programs. Pesults suggest that local communities in Indiana show a great variety of approaches in meeting the vocational education needs of disadvantaged and handicapped students. Vocational programs for the disadvantaged and handicapped in Indiana are said to be significantly different in many respects from traditional vocational programs, and, hence not easily comparable; vocational programs for the disadvantaged and handicapped are becoming institutionalized in the total effort in vocational education. Substantial differences are stated to exist in programs within each category program (disadvantaged handicapped, and multi-population) and across categories of programs. It is suggested that vocational teachers of the disadvantaged and handicapped can benefit from teacher education; and that professional development for vocational teachers of the disadvantaged and handicapped must be based on the needs of students, teachers, and programs, taking into consideration the different student populations served and the expressed needs of teachers. (Author/JM)

ED104080 EC071940

THE IMPACT OF WORK/STUDY PROGRAMS ON EMPLOYMENT OF THE MENTALLY RETARDED: SOME FINDINGS FROM TWO SOURCES. WORKING PAPER NO. 61.

Halpern, Andrew S.

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

Pub Date-Jul 72 Note-19p.; A few pages may reproduce badly due to quality of original document

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-*Educable Mentally Handicapped/Employment Level/*Employment Potential/Exceptional Child Research/Mentally Handicapped/*Prevocational Education/Secondary Education/*Work Study Programs

In an investigation of the impact of prevocational training on employment status, two groups (N=49 and 59) of educable retarded former pupils in Oregon work experience programs were interviewed. Results indicated that the Ss' unemployment rates (20 percent and 46 percent) were comparable to an adjusted rate for 16- to 21-year-old members of the general population. The finding that graduates of work experience programs were more successful in finding employment was corroborated by a post-hoc evaluation of national work-study projects in which "fully served" clients were involved. Data confirmed that high school work experience programs enhanced employment potential for mentally retarded young adults. (CL)

ED104078 EC071937

SURVEY II: AN INVESTIGATION OF THE ADJUSTMENT OF A SELECTED POPULATION OF MENTALLY RETARDED YOUNG ADULTS IN OREGON. WORKING PAPER NO. 54.

Spence, B. J.; et al.

Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.

Pub Date-Jul 71 Note-89p.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Descriptors-*Educable Mentally Handicapped/*Employment/Exceptional Child Research/*Family Environment/Mentally Handicapped/Personal Adjustment/*Prevocational Education/*Program Effectiveness/Socioeconomic Background/Vocational Adjustment/Vocational Rehabilitation/Young Adults

Presented and compared with an earlier study is a survey of socioeconomic and family background and employment success of 59 former students in Oregon secondary classes for the educable retarded. Results of in-depth interviews, employment indexes, and Community Adaptation Schedules (CAS) are reported. The two S groups had similar IQ scores and living arrangements. The earlier group (1968) had more working mothers and more fathers missing from the home and both groups scored below average on the CAS. Other findings reported in the study include less employment success for the 1969 group than for the 1968 group, an inverse relationship between the length of time in special education classes and employment, greater success by program graduates than by dropouts, and no relationship between intelligence level and degree of self-support. Reviewed are results of interviews and work index and CAS scores of the panel (38 Ss from the 1968 study) which demonstrated little change in community adaptation and a wide range of individual differences for the 1-year period. Included in three appendixes are the components of the employment index. (CL)

ED104067 95 EC071876

CAREER EDUCATION MATERIALS FOR EDUCABLE RETARDED STUDENTS; PROJECT PRICE WORKING PAPER NO. 2.

Brown, Gregg; et al.
Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Grant-OEG-0-74-2789
Pub Date-Dec 74 Note-63p.; For Working Paper No. 1 see ED 096 777
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors-*Bibliographies/*Career Education/Daily Living Skills/*Educable Mentally Handicapped/Elementary Education/Exceptional Child Education/*Instructional Materials/Interpersonal Competence/Mentally Handicapped/Secondary Education/Vocational Aptitude
Identifiers-*Project PRICE
The annotated bibliography of over 150 commercially available career education materials for educable retarded (EMR) students is the second in a series of working papers from Project PRICE (Programming Retarded in Career Education). Entries are grouped under 22 competencies considered essential for community adjustment, which fall under three primary curriculum areas: daily living skills (such as managing family finances), personal-social skills (such as communicating appropriately with others), and occupational guidance and preparation (such as exhibiting necessary work habits). For each competency, the materials have been divided into three age levels: elementary, junior high, and senior high. Provided for each entry is a brief descriptive (not evaluative) annotation (including suggested uses, populations, and estimated reading level), the cost (if available), and the publisher's name. A complete list of publishers and their addresses is included in the last section. Also listed are career education publications (grouped under general EMR and handicapped), relevant journals, and two sources of more information. An epilogue describes future Project PRICE activities and papers. (LS)

ED103665 CE003269
VOCATIONAL REHABILITATION: A THERAPEUTIC PRE-VOCATIONAL SKILL-TRAINING PROGRAM. MONOGRAPH NO. 7.
Lane, Paul A.; et al.
Bridgeport Vocational Rehabilitation and Cooperative Education Project, Conn.
Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.
Pub Date-70 Note-54p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors-After School Programs/Educational Programs/Educational Therapy/*Job Skills/Mentally Handicapped/Physically Handicapped/*Prevocational Education/Program Descriptions/*Program Planning/Skill Development/Teaching Techniques/*Therapeutic Environment/Training Objectives/Vocational Education/*Vocational Rehabilitation
Identifiers-*Bridgeport Project
The monograph is concerned with the development of a prevocational training program that would (1) be therapeutic; (2) introduce activities which provide success; and (3) implement other activities for developing skills, abilities, interests, and social skills. Essential foundations of an effective

program in prevocational skill training are presented as well as general and nine specific program objectives. The prevocational skill-training program is outlined in terms of program development, (site selection, program financing, and use of existing educational facilities), the selection of instructors, determination of the curriculum, provision of supplies, program characteristics (individualized instruction, nonabstract teaching techniques, flexible scheduling, and interpersonal therapy), and admission and evaluation procedures. Administrative details and problem areas are also discussed. The programs of the Bridgeport, Connecticut Vocational Rehabilitation and Cooperative Education Project are used to illustrate the development and operation of a prevocational program. Some of the specific courses that can be offered are outlined; others are described in greater detail. (Author/BP)

ED103636 CE003234

PROJECT MODEL: MOBILE OCCUPATIONAL DEVELOPMENT EDUCATION LABORATORIES. SECOND ANNUAL REPORT.

Massachusetts State Dept. of Education, Boston. Div. of Occupational Education; Nashoba Valley Technical High School, Westford, Mass.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Jul 74 Note-82p.; For the first annual report, see ED 096 545

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Descriptors-Academically Handicapped/*Autoinstructional Laboratories/Behavioral Objectives/*Handicapped Students/Institutionalized (Persons)/Job Skills/*Job Training/Language Handicapped/Mentally Handicapped/*Mobile Classrooms/Physically Handicapped/*Pilot Projects/Prisoners/Program Descriptions/Vocational Education

Identifiers-Massachusetts/Project MODEL

The report presents a record of the second year activities of Project MODEL (Mobile Occupational Development Education Laboratories). Included are a brief description of the project and an examination of the various operation activities; components, the development of nine objectives, their status, and their disposition; financial verification; and a projection. The document serves as a clear indicator of both the successes and difficulties encountered during the second operational year and what has been accomplished to date. The project was designed as an experimental program to help develop in-house, on-going programs in institutions and agencies which serve the handicapped and disadvantaged. Four mobile laboratories (business education, small engine repair, distributive education, and vocational education) are staffed with teachers and aides, and deliver an alternative system of audiovisual, self-paced, individualized instruction which provides the stimuli for learning experiences involving personal interaction, exposure, training, and evaluation. The Project MODEL summer workshop attempted to (1) maintain and repair the mobile units' interiors and exteriors, (2) review the usage and operation of all audiovisual equipment, and (3) computerize the description of its instructional programs in cooperation with Project CAREER. Appended are tables showing student characteristics and services provided. (Author/BP)

ED102800 EC071642

THE SPECIAL VOCATIONAL PROGRAM FOR HANDICAPPED YOUTH AND ADULTS.
Kansas State Dept. of Education, Topeka. Div. of Vocational Education.
Note-24p.
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE
Descriptors-Adolescents/Exceptional Child Education/*Handicapped Children/Job Placement/Orientation/*Prevocational Education/Public Relations/Referral/Staff Role/Training Techniques/*Vocational Education/Young Adults
Identifiers-*Kansas

Described are objectives and services of the 3-year Kansas Special Vocational Program (SVP) for handicapped youth and adults. The SVP primary objective is to provide pre-employment educational services to 150 high school handicapped individuals, with job placement for 50 individuals. The report covers the following SVP aspects: community advisory committee membership; program staffing and facilities; districts and agencies served; referral, orientation, and work evaluation procedures; employment orientation I and II (including work habits and training programs for jobs such as food service and drafting); placement preparation and placement follow-up; related supplementary services (such as basic math and developmental reading programs); and public relations. (LH)

ED102307 CE003004

PROCEEDINGS OF THE DECATUR SEMINAR: NOVEMBER 1971.
Fry, Ronald, ed.; et al.
Wisconsin Univ.--Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Materials Development Center.
Pub Date-Nov 71 Note-80p.
Available from-Materials Development Center, Department of Rehabilitation and Manpower Services, School of Education, Wisconsin-Stout, Menomonie, Wisconsin 54751 ($2.00)
Document Not Available from EDRS.
Descriptors-Community Service Programs/Emotionally Disturbed/Employment Services/Evaluation Methods/*Job Training/Mentally Handicapped/*Normalization (Handicapped)/Physically Handicapped/*Program Descriptions/*Psychological Evaluation/Regional Programs/Seminars/Skill Centers/Staff Role/Vocational Adjustment/Vocational Education/*Vocational Training Centers
Identifiers-Decatur/*Illinois

The purpose of the seminar was to explore and exchange ideas on the evaluation process by providing a forum for the description of seven of the more highly developed client evaluation programs serving Illinois' handicapped clients: the Decatur Evaluation Center, the Employment Training Center, Goodwill Industries of Chicago and Cook County, Jewish Employment and Vocational Service of St. Louis, the Jewish Vocational Service, the Kennedy Job Training Center, and Socialized Services, Inc. Program descriptions offer an overview, and focus on philosophy, staffing, selection of clients, intake services, methods of client evaluation, reporting, and placement. A major conclusion of the seminar is that staff, in terms of commitment, energy, creative imagination, and expertise, was the critical element in the client evaluation process. Appended materials are included with each program description, providing sample forms, reports, and tests. (MW)

ED101521 EC071263

MASTER PLANNING GUIDE FOR INSTRUCTIONAL OBJECTIVES. COLORADO STATE PLAN FOR THE DEVELOPMENTALLY DISABLED.

Myers, Marvin L.; et al.

Colorado State Dept. of Institutions, Denver. Div. of Developmental Disabilities.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-May 74 Note-80p.

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Descriptors-Adjustment (to Environment)/*Behavioral Objectives/*Communication Skills/Exceptional Child Education/Handicapped Children/*Leisure Time/*Motor Development/*Normalization (Handicapped)/*Perceptual Motor Coordination/*Prevocational Education/*Reading Skills/*Self Care Skills

Identifiers-Developmental Disabilities/Elementary Secondary Education Act Title I/ESEA Title I

Presented by the Master Planning Committee of the Colorado Department of Institutions and the Division of Developmental Disabilities is a behavior inventory of sequential skills in four areas basic to the normalization of developmentally disabled persons. Instructional objectives are listed in the following areas: physical, including perceptual motor, fine motor, and gross motor skills; communication including writing, reading, speech and language skills; self-management and daily living skills; and employment including work performance, administrative routine, and self-employment skills. Objectives are arranged in defined levels, (such as advanced ball handling skills) and broken down into sequential steps (such as client moves to catch 5" ball when rolled to him). (CL)

ED101501 95 EC071188

AN ASSESSMENT OF VOCATIONAL EDUCATION PROGRAMS FOR THE HANDICAPPED UNDER PART B OF THE 1968 AMENDMENTS TO THE VOCATIONAL EDUCATION ACT. FINAL REPORT.

Walsh, John J.; et al.

Olympus Research Corp., Salt Lake City, Utah.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Contract-OEC-0-73-6639

Pub Date-Oct 74 Note-294p.

EDRS Price MF-$0.76 HC-$14.59 PLUS POSTAGE

Descriptors-Employer Attitudes/Exceptional Child Research/Federal Legislation/Financial Policy/*Handicapped Children/*National Surveys/Parent Attitudes/*Program Evaluation/*State Programs/Statistical Data/Student Attitudes/*Vocational Education

Presented is the final report (1974) of an assessment of vocational education programs for the handicapped under Part B of the 1968 Amendments to the Vocational Education Act which included the requirements that 10 percent of each state's basic vocational education grant be expended exclusively for the handicapped. Part 1 focuses on assessment at the state level and includes a statistical overview of vocational education programing for the handicapped in all 50 states, and the following information based on a survey

of 25 sample states: a description of state administrations, a financial profile of the states, and a discussion of policy issues (such as minority and handicapped staffing). Part 2 consists of results of on-site assessments made at 92 projects for the handicapped in 24 states and includes a statistical overview of the sample, and information on policy and planning at the local level, project administration, and the instructional programs. Presented in Part 3 are results of approximately 1,000 case study interviews with participants and their parents and 94 interviews with employers. Findings and conclusions of the complete study are summarized and recommendations based on the study (such as the need for monitoring of state expenditures by the Office of Education) are outlined in Part 4. Appended are 33 tables of participant and parent data. (LS)

ED101489 EC070636

CAREER EDUCATION: EXEMPLARY PROGRAMS FOR THE HANDICAPPED.

Lake, Thomas P., ed.

Council for Exceptional Children, Reston, VA. Information Center on Exceptional Children.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Contract-OEC-0-72-5182

Pub Date-74 Note-98p.; An Edited Version of an Abt Associates Report

Available from-Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($5.75)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors-Adolescents/*Career Education/Exceptional Child Education/*Handicapped Children/*On-the-Job Training/*Program Descriptions/*Vocational Education/Work Study Programs/Young Adults

The publication contains reports of six career education programs for handicapped adolescents and young adults. Described is the Career Development Center, an alternative high school program in Syosset, New York, which offers academic and vocational learning opportunities to students (15 to 21 years old) who have difficulty adjusting to public schools. Examined is a mobile van program in which the employment potentials of tenth grade special education students in Baltimore, Maryland, are assessed by means of psychometric tests, work samples, and observation of work behavior. Also noted is Project SERVE in St. Paul, Minnesota, in which approximately 437 educable mentally handicapped students (grades 10-12) spend half of each day either at the school or in community-based job training programs. Project Worker of Fullerton, California, is characterized as a program in which teen-aged job seekers learn to locate jobs and interview, develop job skills, and train in settings both on and off campus. The Technical Vocational Program for Deaf Students is reported to include a 12-week preparatory program designed to help post-secondary deaf students in social, vocational, and academic adjustment as well as courses in industrial, technical, business, distributive, health, and service areas. The Vocational Village of Portland, Oregon, is said to offer personalized career education to young persons (14 to 21 years old) who have dropped out of high school, been referred by penal institutions and the courts, or transferred from regular high schools due to physical, mental, or emotional problems. (GW)

ED100094 EC070589

CURRICULUM GUIDE FOR THE WORK-STUDY PROGRAM, 1974.

Yamagata, Barbara; et al.

Pub Date-74 Note-63p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-Behavioral Objectives/*Curriculum Guides/*Educable Mentally Handicapped/Employment Qualifications/Exceptional Child Education/Mentally Handicapped/Prevocational Education/Program Descriptions/Secondary Education/*Vocational Education/*Work Study Programs

Identifiers-Fairfax County/Virginia

Presented is the 1974 work-study program curriculum guide from Fairfax County, Virginia for mildly retarded secondary school students. The vocational program's four-fold goal is to develop curriculum materials, train personnel, develop instructional techniques, and provide logistics support to future the employment potential of students. The program description provides charts which correlate the goals to the following objectives: improving communication skills and developing personal/social and specific occupational skills. Responsibilities of intermediate and high school staff members are listed. Job placement and termination procedures noted include screening eligible students and evaluating student work experience. Sample lists of needed vocational, academic, social, and personal skills are delineated for the following core areas: consumer and home management (child care), public service (food service), business (clerical and stock clerk), and construction helper. Guidelines and diagrams are given for classroom and occupational laboratory organization. Program forms and program evaluation components are listed. An appendix contains forms for an opinion survey, lesson plans, student progress reports, work-study program agreements, and follow-up procedures. (LH)

ED100089 EC070584

PROFESSIONAL DEVELOPMENT PROGRAM FOR VOCATIONAL EDUCATORS OF HANDICAPPED STUDENTS. FINAL REPORT.

Hull, Marc; Halloran, William

Vermont State Dept. of Education, Montpelier Div. of Special Education and Pupil Personnel Services; Vermont Univ., Burlington. Dept. of Vocational Education and Technology.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.-BR-5-0125-FR

Grant-OEG-0-71-4147 (603)

Pub Date-Aug 74 Note-214p.

EDRS Price MF-$0.76 HC-$10.78 PLUS POSTAGE

Descriptors-*Educable Mentally Handicapped/Evaluation/Exceptional Child Education/*In-Service Teacher Education/Instructional Materials/Mentally Handicapped/*Program Descriptions/Senior High Schools/*Teacher Education/Teaching Methods/*Vocational Education

Identifiers-Vermont

The report focuses on a preservice and in-service Diversified Occupations (DO) training program to prepare teachers in vocational and practical

arts education for educable mentally retarded (EMR) high school pupils. Described are the following topics: program context (which emphasized DO programs in 15 area vocational centers); program goals and activities (such as identification and training of personnel); selection of instructional content (as outlined in a teaching competencies checklist); instructional units (with two sample lectures provided); delivery system development, including workshops and Learning Activity Packages (LAPS); implementation of undergraduate and graduate course concentrations in DO; research on problems such as the development of instructional materials for EMR adolescents; and project evaluation. A major portion of the document is in the form of appendixes such as a lecture on understanding the mentally retarded, a sample LAP which contains directions for constructing a silk screen and a letter about slides which teach woodworking techniques. (LH)

ED099686 CE003448

IMPACT OF VOCATIONAL EDUCATION AND MANPOWER TRAINING ON TARGET POPULATIONS: ETHNIC GROUPS, THE DISADVANTAGED, HANDICAPPED, UNEMPLOYED, AND UNEMPLOYABLE ADULTS. PROJECT BASELINE SUPPLEMENTAL REPORT.

Wall, James F.

Northern Arizona Univ., Flagstaff.

Spons Agency-Technical Education Research Center, Washington, D.C.

Pub Date-31 Jul 74 Note-54p.; For related Project Baseline documents, see CE 003 466-455 and ED 095 309 and 310

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-Delivery Systems/*Disadvantaged Groups/Educational Assessment/*Educational Programs/Ethnic Groups/Federal Legislation/*Handicapped/Individual Needs/Information Systems/Labor Force/Nonparticipants/Literature Reviews/*Manpower Development/Models/National Programs/Program Development/State Programs/Technical Education/Training/Unemployed/*Vocational Education

Identifiers-*Project Baseline

One of a series of special reports issued by Project Baseline, a national study of vocational education and manpower training, the study attempts to determine whether the disadvantaged and handicapped have been served by the Vocational Education Act of 1963, the Amendments of 1968, and subsequent legislation. The report is based on a review of Project Baseline data, 450 Educational Research Information Center documents, government documents, and other primary sources. Providing a prototype for delineating program impact, the basic components of a delivery system model are described: (1) policy establishment and decision making; (2) development, organization, and management of curriculums; (3) identification and recruitment of persons into training programs; (4) diagnostic procedures for identifying and assessing individual problems; (5) supportive services; and (6) program evaluation strategies and techniques. Program impact is discussed in relationship to policy, curriculum strategies, identification and recruitment strategies, diagnostic procedures, supportive services, and program evaluation strategies. A brief summary of projects by states shows the diversity of programs. Finally, recommendations are proposed focusing on the need for more programs for the disadvantaged and handicapped, personnel training, the development of an individualized instruction program, and the need to develop guidelines for interagency cooperation. (MW)

ED097516 CE002285

THE SPECIAL NEEDS STUDENT IN VOCATIONAL EDUCATION: SELECTED READINGS.
Urban, Stanley J., ed.; Tsuji, Thomas, ed.
Pub Date-74 Note-300p.
Available from-MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 ($7.50)
Document Not Available from EDRS.
Descriptors-Anthologies/Career Education/Curriculum Development/*Disadvantaged Youth/Educational Legislation/Educational Philosophy/Educational Research/Educational Resources/Exceptional Child Education/*Handicapped Students/Instructional Materials/Program Descriptions/*Resource Materials/*Special Education/Teacher Education/Teaching Methods/*Vocational Education

The book is a collection of readings about special needs children in vocational education. The volume has been prepared as a sourcebook for courses concerned with the preparation of special needs teachers, for teacher educators interested in understanding more about handicapped and disadvantaged students and the competencies needed by those who teach them, and for the current or potential vocational educator who has little background in the education of the handicapped or disadvantaged. The volume focuses on ideas and issues related to the general problem of delivering special educational services; the role of law in assuring that the special needs child receives vocational training; handicapped and disadvantaged children in vocational education; career education and the child with special needs; the importance of proper personnel in implementing programs; and the importance of understanding sources of assistance. Articles are drawn from a wide variety of sources; some are empirical while others are simply descriptive. Articles offering opposed viewpoints are placed back to back, to illustrate the editors' stand that there is no one best way to provide for special needs. (Author/AJ)

ED096779 EC062938

VOCATIONAL TRAINING AND JOB PLACEMENT OF THE MENTALLY RETARDED: AN ANNOTATED BIBLIOGRAPHY.
DeBusk, Christopher W., Comp.; Luchsinger, Vincent P., Comp.
Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.
Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.
Pub Date-74 Note-200p.
EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE
Descriptors-Abstracts/*Annotated Bibliographies/*Educable Mentally Handicapped/*Exceptional Child Education/*Job Placement/*Vocational Education

The annotated bibliography of research on vocational training and job placement of the mentally retarded contains abstracts of 970 books and articles published between 1959 and 1972. Book listings are arranged alphabetically by author and include title, publisher, and publication date. Articles are also listed alphabetically by author and include title and name of the periodical in which the title originally appeared. Included is an alphabetical index to help the reader locate subjects such as attitudes of parents and

employers toward the mentally retarded, behavior modification, economic factors and federal programs rehabilitation, job placement, predicting community and vocational adjustment. (LH)

ED095682 EC062782

TRAINING AND EMPLOYMENT OPPORTUNITIES FOR THE VISUALLY HANDICAPPED. A SURVEY.

International Labour Organisation, Geneva (Switzerland); National Swedish Labour Market Board, Stockholm; World Council for the Welfare of the Blind, Stockholm (Sweden).

Pub Date-73 Note-123p.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Descriptors-Blind/Educational Facilities/*Employment Opportunities/*Exceptional Child Research/Foreign Countries/Incidence/International Organizations/Partially Sighted/*Surveys/*Visually Handicapped/*Vocational Education

Reported is an international survey on training and employment opportunities for the visually handicapped. Described are responses to a questionnaire carried out jointly by the Committee on Professional and Urban Employment of the World Council for the Welfare of the Blind, the International Labour Organisation and the Swedish National Labour Market Board. Provided is data obtained from organizations in 31 industrialized countries such as Argentina, Denmark, the United Kingdom, and the United States concerning the following areas: basic education, vocational training, services required during training and employment, qualifications for admission to occupations, and the number of blind and partially sighted in training and actually employed. Provided are a statistical analysis, comments on survey replies, and a summary of replies in alphabetical order by country. Appended are a statistical supplement and the questionnaire, itself. (LH)

ED092782 CE001524

A PROJECT TO TRAIN VOCATIONAL EDUCATION AND SPECIAL EDUCATION TEACHERS TO WORK COOPERATIVELY IN OCCUPATIONAL PREPARATION OF HANDICAPPED PERSONS.

Central Michigan Univ., Mount Pleasant.

Spons Agency-Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date-74 Note-34p.; For general information and program overview for the teaching guides in this series, see CE 501 286-295 in Current Index to Journals in Education (CIJE)

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-Behavioral Objectives/Instructional Materials/Job Skills/Occupational Clusters/Program Coordination/*Program Guides/Program Planning/Skill Development/*Special Education/Special Programs/Teacher Education/*Vocational Education

Identifiers-Michigan

Part of a series of vocational development units for the handicapped, this document provides an overview of the program, its development, and the purposes of each instructional unit. Each of the 10 different units describes a particular occupational cluster. The vocational or special education teacher is guided through the listing of behavioral task knowledges/task

skills, instructional methods, instructional materials, and task-related competencies for each occupational cluster. A sample task sheet is included in each of the areas for the teacher as an illustration of the approach used by the teaching guides in this series. (JC)

ED091899 EC062056

GENERAL PRINCIPLES OF ORGANISATION OF PRODUCTION.

Yazvina, A.

All-Russia Society for the Blind, Moscow (USSR).

Pub Date-72 Note-24p.; Materials for the Session of the Executive Committee of the World Union for the Welfare of the Blind; For related documents, see EC 062 052-055, 057, and 058

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-*Employment/*Exceptional Child Services/Foreign Countries/Historical Reviews/*Visually Handicapped/*Vocational Education/Vocational Rehabilitation

Identifiers-All-Russia Society for the Blind/*Union of Soviet Socialist Republics/USSR

Briefly described with accompanying photographs are development of employment opportunities for the blind and the current status of production by the blind in the Union of Soviet Socialist Republics. It is explained that with the founding of the All-Russia Society for the Blind in 1925, efforts were made to train the blind in workshops. The return of numerous skilled and professional soldiers blinded in World War II is said to have directed rehabilitation efforts from traditional jobs such as weaving baskets to provision for training according to each individual's choice. Noted is current employment of 55,400 blind persons in establishments run by the society, 13,300 of the blind in state factories, and 8,000 blind in agriculture. Preparation is said to include vocational training in special schools, acquisition of work skills in secondary polytechnic classes, and learning self-care skills in work rehabilitation schools. Training of workers in the society's enterprises is seen to involve a theoretical or practical course and the following steps: orientation, mastery of technique and operation, and independent work. Noted is growth of the original small workshops to 247 factories or industries producing items such as electro-radio-lighting articles, and having 200-400 workers. The factories are said to net large profits which are used to employ physicians and psychologists, and to construct production, cultural, residential and welfare facilities. Cited is incidence of the blind in specialized schools and professions such as the law. (MC)

ED091528 CE001296

VOCATIONAL EDUCATION/SPECIAL EDUCATION PROGRAM GUIDE.

Central Michigan Univ., Mount Pleasant.

Spons Agency-Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date-73 Note-160p.; For the teaching guides in this series, see CE 001 286-295

Available from-University Press, Central Michigan University, Mt. Pleasant, Michigan 48859 ($30.00 per set of 11 documents)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors-*Basic Skills/Employment Qualifications/Job Skills/Occupational Clusters/Program Development/*Program Guides/Program Planning/Skill Development/*Special Education/Task Analysis/Teaching Guides/*Vocational Education

Identifiers-*Michigan

This program guide is a supplement to the occupational cluster guides (CE 001 286-295) and contains in detail the background, philosopny, and descriptive information needed for their successful implementation. An introductory section discusses teaching children with special needs, emphasizing ways of matching teaching methods to the particular problem area. Guidelines are presented for organizing, planning, and developing cooperative teaching programs, and a model is described. The roles of vocational and special education in planning are outlined. The culminating point of the planning stage is the development of instructional task modules, which can then be localized to fit the employment needs of a particular area and personalized to fit individual teacher-student situations. Guidelines are offered for monitoring student progress; additional program components and supportive services are outlined for the optimum development of a comprehensive program. Seventy pages consist of a teaching guide for 26 employment task modules comprising a core of skills basic to employment in any occupation. A 20-item bibliography, an instructional materials code, and listings of employment-related and task-related competencies complete the document. (SA)

ED091527 CE001295

AGRICULTURE/NATURAL RESOURCES: CLUSTER GUIDE.

Central Michigan Univ., Mount Pleasant.

Spons Agency-Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date-73 Note-172p.; For the other guides in this series, see CE 001 286-294. For the program guide see CE 001 296

Available from-University Press, Central Michigan University, Mt. Pleasant, Michigan 48859 ($30.00 per set of 11 documents)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors-*Agricultural Education/*Agricultural Machinery Occupations/Behavioral Objectives/Cooperative Education/Employment Qualifications/Floriculture/Forestry/*Forestry Occupations/Instructional Materials/Job Skills/Landscaping/Nurseries (Horticulture)/Nursery Workers (Horticulture)/Occupational Clusters/Occupational Information/Ornamental Horticulture/Recreation/*Special Education/Task Analysis/Teacher Developed Materials/*Teaching Guides/*Vocational Education

Identifiers-*Michigan

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from

the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledges/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide describes 17 tasks common to the agriculture/natural resources cluster, 19 tasks for eight selected entry occupations in the agricultural mechanics subcluster, 8 tasks for six selected entry occupations in the landscaping and nursery subcluster, 11 tasks for four selected entry occupations in the greenhouse/floriculture subcluster, and 10 tasks for eight selected entry occupations in the forestry and recreation subcluster. (SA)

ED091523 CE001291

DISTRIBUTION: CLUSTER GUIDE.

Central Michigan Univ., Mount Pleasant.

Spons Agency-Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date-73 Note-157p.; For the other teaching guides in this series, see CE 001 286-290 and CE 001 292-295. For the program guide, see CE 001 296

Available from-University Press, Central Michigan University, Mt. Pleasant, Michigan 48859 ($30.00 per set of 11 documents)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors-Behavioral Objectives/Cooperative Education/*Distributive Education/Employment Qualifications/Instructional Materials/Job Skills/Occupational Clusters/Occupational Information/*Retailing/*Special Education/Task Analysis/Teacher Developed Materials/*Teaching Guides/Vocational Education

Identifiers-*Michigan

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledges/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide describes 2 tasks common to the distribution occupational cluster, 22 tasks for six selected entry occupations in the material handling subcluster, and 31 tasks for eight selected entry occupations in the retailing subcluster. (SA)

ED091520 CE001288

HEALTH OCCUPATIONS: CLUSTER GUIDE.

Central Michigan Univ., Mount Pleasant.

Spons Agency-Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date-73 Note-267p.; For the other teaching guides in this series, see CE 001 286 and 287 and CE 001 289-295. For the program guide, see CE 001 296

Available from-University Press, Central Michigan University, Mt. Pleasant, Michigan 48859 ($30.00 per set of 11 documents)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors-Behavioral Objectives/Child Care Occupations/Cooperative Education/Employment Qualifications/*Health Occupations Education/Hospital Personnel/Instructional Materials/Job Skills/Occupational Clusters/Occupational Information/*Special Education/Task Analysis/Teacher Developed Materials/*Teaching Guides/Vocational Education

Identifiers-*Michigan

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledges/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide describes 6 tasks common to the health occupations cluster, together with 48 tasks for seven selected entry occupations in the health care subcluster, 18 tasks for three selected entry occupations in the child care subcluster, and 25 tasks for five selected entry occupations in the hospital housekeeping subcluster. (SA)

ED091518 CE001286

OFFICE AND BUSINESS OCCUPATIONS: CLUSTER GUIDE.

Central Michigan Univ., Mount Pleasant.

Spons Agency-Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date-73 Note-120p.; For the other teaching guides in this series, see CE 001 287-295. For the program guide see CE 001 296

Available from-University Press, Central Michigan Univers.ty, Mt. Pleasant, Michigan 48859 ($30.00 per set of 11 documents)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors-Behavioral Objectives/*Business Education/Clerical Workers/Cooperative Education/Employment Qualifications/Instructional Materials/Job

Skills/Occupational Clusters/Occupational Information/*Office Machines/*Office Occupations Education/*Special Education/Task Analysis/Teacher Developed Materials/*Teaching Guides/Vocational Education

Identifiers-*Michigan

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledges/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quanitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probably learning sensations, and a task-related competencies code. This guide covers 7 tasks common to the office and business cluster, 26 tasks for four selected entry occupations in the general office clerk subcluster, and 6 tasks for five selected entry occupations in the office machine operator subcluster. (SA)

ED090414 CE001285

WORK EDUCATION: A TOPICAL BIBLIOGRAPHY OF PROGRAMS, PROCEDURES AND RESEARCH.

Banta, Trudy W.; et al.

System Development Corp., Santa Monica, Calif.; Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Contract-OEC-0-72-5024

Pub Date-73 Note-136p.

Available from-Bureau of Educational Research and Service, Univ. of Tennessee, Knoxville 37916 ($2.75)

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

Descriptors-*Bibliographies/Blind Children/*Cooperative Education/*Cooperative Programs/Deaf Education/Educable Mentally Handicapped/Educational Programs/Handicapped Students/Hard of Hearing/Literature Reviews/Physically Handicapped/School Industry Relationship/Slow Learners/Student Employment/*Work Experience Programs

Under a USOE contract to conduct a 14-month study entitled "An Assessment of School-Supervised Work Education Programs," System Development Corporation considered those programs in which students spend part of their time working in paying jobs, which are usually reserved by the employer for students from that particular school or district. The bibliography, originally published by SDC as TM-5086/000/00, is the result of a literature review conducted for that study and contains more than 1,600 listings. The entries are organized under the following categories: Development of Work Education Programs; Operational Details of Work Education Programs (Teacher-coordinator responsibilities, instructional strategies and materials, problems);

Research and Demonstration Projects (experimental and descriptive studies, demonstration projects); Descriptions of Specific Work Education Projects (innovative programs, typical programs, teacher preparation programs, programs for deaf and hard of hearing, slow learners, educable mentally retarded, blind, physically and emotionally handicapped); Follow-up and Evaluation of Work Education Programs; Career Education; General; and Bibliographies. (AC)

ED087875 CE000965

PROJECT PACE. RESEARCH AND DEVELOPMENT PROJECT. FINAL REPORT.

Schmidt, Frank M.

Portland Public Schools, Maine.

Spons Agency-Maine State Dept. of Education, Augusta. Bureau of Vocational Education.

Pub Date-30 Jun 73 Note-61p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-Culturally Disadvantaged/Educable Mentally Handicapped/Jobs/*Prevocational Education/*Research Projects/Simulation/*Slow Learners/Student Grouping

Identifiers-Maine/PACE/Projects to Advance Creativity in Education

Major objectives of Project PACE have been to foster the integration of special education students back into regular vocational programs and to deal directly with job simulation development. The student population used in this study consisted of sixty culturally deprived special education students (control/experimental groups) from two Portland, Maine inner-city junior high schools. Specific goals of this project were to initiate a sequential, pre-vocational course for slow learners covering basic math, practical aspects of money management, and reading skills. Additional goals were to develop student academic criteria for high school placement; to develop pre/post teacher attitude scales; to determine the effect of the experimental curriculum on daily attendance, dropout rate, academic performance, social behavior, and teacher attitudes. Staff of the experimental group were two special education teachers and two full-time aides. Students in the control group received instruction in the regular classroom with no access to the specialized programs. In general, the results indicated difference in favor of the experimental group on all variables being measured. Recommendations were the development of more specific diagnostic and evaluative tools, use of larger student samples in future studies, and adoption of a state plan. Two-thirds of the document is devoted to appendixes. (EA)

ED086815 CE000844

NATIONAL CURRICULUM DEVELOPMENT PROJECT FOR VOCATIONAL EDUCATORS OF DISADVANTAGED AND HANDICAPPED STUDENTS. FINAL REPORT.

Link Enterprises, Inc., Montgomery, Ala.

Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date-73 Note-47p.; For related documents, see CE 000 845-847; Report of a series of workshops planned and conducted by the Area Manpower

Institutes for the Development of Staff (AMIDS), a network of training centers sponsored by USOE.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-Career Education/Curriculum Development/Curriculum Planning/Disadvantaged Youth/*Handicapped Students/*In-Service Teacher Education/Institutes (Training Programs)/Instructional Materials/*Teacher Workshops/*Vocational Education/*Vocational Education Teachers

The goal of the project was to train a nucleus of vocational educators in curriculum preparation and modification of instructional material to enable disadvantaged and handicapped students to achieve success in career preparation programs. Over 1200 vocational educators across the country participated in one-week workshops designed to achieve the project goal with the hope that this "nucleus" would train and assist colleagues in developing relevant, performance-based curriculum and learning materials. The Project was unique in these aspects: it was a united, concerted teacher-training and development effort conducted on a national scale; it was planned specifically for in-service training of teachers of disadvantaged and/or handicapped vocational students; it accomplished more than expected at less than anticipated cost; and, the training was conducted by personnel who were not faculty members of traditional teacher-training institutions. The Final Report describes pre-workshop planning and decisions, workshop activities with daily guides, follow-up activities, and "spin-off" activities. (SC)

ED086693 SP007633

A RESEARCH STUDY OF THE HANDICAPPED AND DISADVANTAGED IN NORTHERN WORCESTER COUNTY LEADING TO A PILOT PROGRAM IN OCCUPATIONAL EDUCATION AND CAREER DEVELOPMENT.

Barkley and Dexter Labs., Inc., Fitchburg, Mass.; Fitchburg State Coll., Mass.

Spons Agency-Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date-Jan 72 Note-262p.

EDRS Price MF-$0.76 HC-$13.32 PLUS POSTAGE

Descriptors-*Career Education/Career Planning/*Disadvantaged Youth/Employment Patterns/*Handicapped Students/Job Market/*Occupational Guidance/*Vocational Education

This report describes a study of the present and future employment possibilities for the handicapped and disadvantaged in Northern Worcester County, Massachusetts. The report is divided into three sections: (a) Career Education, (b) Research Study, and (c) Sampling. The first section introduces the principles of career education and their applicability to the handicapped and disadvantaged. A proposal is set down for the establishment of a Career Education Center at Fitchburg State College which would bridge the gap between schools and the job market. The second section presents the development of a method for determining future job opportunities for the handicapped and disadvantaged youth. This method includes three steps: (a) sampling of specific information on future employment plans through interviews and discussions with employers, (b) examining economic information which would affect the job market, and (c) relating the national and

state data to the local model. The last section presents a sampling of existing occupational education programs relating to career development in Northern Worcester County. The appendixes include charts of occupational clusters, a glossary of terms, questionnaires, and industrial classifications and occupational titles. (BRB)

ED083978 JC730274
EDUCATIONAL PROGRAMS FOR THE HANDICAPPED.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-71 Note-267p.
EDRS Price MF-$0.76 HC-$13.32 PLUS POSTAGE
Descriptors-Administrative Personnel/*Community Colleges/Educational Finance/Educational Programs/*Guides/*Handicapped Students/Student Needs/*Vocational Education/*Vocational Rehabilitation/Workshops
A handbook on educational programs for the handicapped is presented. The purpose of the handbook is to assist community college educators in meeting the occupational training needs of handicapped students. Areas covered include: analysis of community need, assessment of existing facilities and services, funding sources, program design, basic definitions, educational implications, personnel, public relations, exemplary programs, workshop agenda, workshop staff and workshop notes. (CK)

ED083975 JC730271
COPES GUIDE: COMMUNITY COLLEGE OCCUPATIONAL PROGRAMS EVALUATION SYSTEM. SUBSYSTEM: HANDICAPPED.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-9 May 73 Note-52p.
EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE
Descriptors-*Community Colleges/*Evaluation Methods/*Handicapped Students/Program Evaluation/Program Improvement/School Visitation/Self Evaluation/*Vocational Education
Identifiers-California/COPES
The COPES Subsystem for the handicapped attempts to improve the quality and availability of occupational education for the handicapped student who attends a California community college. The subsystem facilitates achievement of its purpose by: (1) providing easily administered procedures for studying aspects of occupational education related to the handicapped student; (2) offering professional assistance in subsystem application; (3) encouraging the involvement of many persons with views on a college's services, facilities and occupational offerings for the handicapped; and (4) two other methods. The application of the subsystem helps a college assess what exists in relation to what is desirable in occupational education for handicapped students. Application has the following steps: college decision, preliminary contact, team formation, college orientation, completion of instruments, team site visit, and a written report. (Author/CK)

ED083480 95 CE000578

VOCATIONAL EDUCATION FOR THE HANDICAPPED: A BIBLIOGRAPHY OF ERIC DOCUMENTS. BIBLIOGRAPHY SERIES NO. 20.

Schroeder, Paul E., Comp.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Aug 73 Note-33p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-*Ability/*Annotated Bibliographies/Bibliographies/Career Education/*Exceptional (Atypical)/*Handicapped/Handicapped Students/Job Training/Manpower Development/Special Education Teachers/*Vocational Education/Vocational Education Teachers/Vocational Retraining

The annotated bibliography was compiled to alert educators to literature discussing vocational education for the handicapped. Limited to documents cited in Research in Education (RIE), the bibliography consists of items which had Career Education, Job Training, Manpower Development, Vocational Education, or Vocational Retraining as one of their major descriptor terms, plus a second major term included in a 25-item list cited in the bibliography. Researchers found 85 documents met the basic coupling requirement, and from those, selected 37 as being most relevant to and representative of the types of literature discussing the topic. The bibliography is arranged according to dates of publication beginning with the latest publication. It is limited to documents published in 1970, 1971, and 1972. Each citation provides the same information as is provided by RIE. All documents lists are available in microfiche or hard copy form from the ERIC Document Reproduction Service. (AG)

ED083447 CE000458

A REVIEW OF THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 AS RELATED TO THE HANDICAPPED.

Singletary, Ernest E.

Pub Date-Apr 73 Note-22p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-*Educational Legislation/*Federal Aid/*Federal Legislation/Guidelines/Handicapped Children/*Handicapped Students/Interagency Cooperation/Special Education/*Vocational Education/Vocational Education Teachers/Vocational Rehabilitation

Identifiers-*Vocational Education Amendments of 1968

In order to develop a greater degree of understanding and appreciation of the Vocational Education Amendments of 1968, the legislation development of Vocational Education is reviewed with particular emphasis on the ten per cent of each state's basic annual allotment to be spent for the handicapped. "Handicapped persons" is defined and guidlines for vocational education teachers of the handicapped are reviewed. Goals of the three primary agencies serving the handicapped in school programs, Vocational Education, Vocational Rehabilitation, and Special Education are presented, interagency cooperation for delivery of quality service are explored, and mention is made of some of the better programs serving the handicapped found in the literature. A model cooperative agreement is explored, and training of personnel and other possible services available under the amendments are reviewed. In conclusion the specific impact of the Amendments are briefly discussed. (AG)

ED081156 EC052484

GUIDELINES FOR PLANNING POST-SECONDARY TRAINING PROGRAMS FOR THE DEAF WITHIN EXISTING COMMUNITY JUNIOR COLLEGES. FINAL REPORT.

Wells, Douglas O.

Delgado Coll., New Orleans, La.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date-May 73 Note-129p.

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

Descriptors-Aurally Handicapped/*Colleges/*Deaf/Deaf Interpreting/*Exceptional Child Education/*Program Descriptions/*Technical Education/Vocational Education/Young Adults

Described is a program to provide 202 young deaf adults with post-secondary vocational and technical training in existing junior colleges. The program is explained to include utilization of special counseling, instructional, and interpreting services. Special courses are said to cover the areas of personal management (with topics such as budgeting and the opposite sex), occupational information (including the job interview and work habits), English, and a vocational survey course. Noted is the provision of interpreters to aid students and counselors. Program results are reported to have shown that 97 of the students (48%) completed their educational objectives and transferred to other colleges or entered the occupational world, that 44 (22%) of the students were still in training at the time of the report, and that the remaining 61 students (30%) left the program because of adjustment problems or personal reasons. Appended are forms used in the program such as the student orientation schedule and the training placement report. (DB)

ED077166 EC052005

SELECTED CAREER EDUCATION PROGRAMS FOR THE HANDICAPPED.

Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Dec 72 Note-114p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.25)

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Descriptors-Adolescents/*Exceptional Child Education/*Handicapped Children/*National Surveys/*Program Descriptions/State Programs/*Vocational Education

Information is provided about approximately 120 recently conducted, career education programs for handicapped adolescents. Programs and projects are presented alphabetically by state, and were selected by state personnel as representative of good vocational education for the handicapped with the potential of replication in other states. Usually listed for each state are the state director of special education, the state director of vocational education, and the name and address of a state contact. Usually listed for each program are the program title, location, local contact, number of students, type of handicap served, and a brief description of program objectives, activities, and results. Programs are also indexed by type of handicap. (DB)

ED074275 VT019714

SELF-EVALUATION GUIDE FOR LOCAL DISTRICTS FOR VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS.

Meyer, Judy

Houston Univ., Tex. Center for Human Resources.

Spons Agency-Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date-72 Note-39p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-*Administrator Guides/Educational Objectives/Evaluation Criteria/Formative Evaluation/Guidelines/*Handicapped/Program Administration/Program Coordination/Program Effectiveness/*Program Evaluation/Self Evaluation/Special Education/*Vocational Education

Identifiers-*Texas

Intended for use by Texas school administrators in developing and operating programs to better meet the vocational education needs of their handicapped students, this guide first examines the need for a clearly developed program design with specific objectives as the foundation on which program evaluation is based. Following this examination is a discussion of the following evaluation stages: (1) evaluation of the program's progress toward meeting the stated objectives; (2) evaluation of interlocking services which contribute to the desired outcomes; and (3) evaluation of the product. This discussion also includes evaluative questions pertaining to: (1) aspects of the vocational program such as student selection and referral, class content and methodology, and teacher competence; (2) coordination between the vocational and special education departments and amount of parental involvement in the program; (3) administrative coordination of program facilities and type of organizational structure; and (4) product evaluation. A program evaluation checklist is appended. Related documents are available as VT 019 703, VT 019 712, and VT 019 713 in this issue. (SB)

ED071274 VT019713

GUIDE TO PROPOSAL EVALUATION FOR VOCATIONAL EDUCATION OF THE HANDICAPPED.

Meyer, Judy

Houston Univ., Tex. Center for Human Resources.

Spons Agency-Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date-Sep 72 Note-17p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-Educational Planning/Educational Programs/Evaluation/*Evaluation Criteria/Guidelines/*Handicapped/*Pilot Projects/*Program Proposals/Research Proposals/Special Education/Statewide Planning/*Vocational Education

Identifiers-*Texas

In order to evaluate proposals seeking state funds from the Division of Occupational Research and Development of the Texas Education Agency for pilot vocational education programs for the handicapped, there must first be a specific state plan. This state plan should clearly specify first and fifth year goals and resolve whether the primary emphasis is to be integration of

special education students into regular vocational classes or maintenance of separate vocational classes for these students. Once the plan has been developed, program priorities can be determined and disseminated to school districts, and local education agencies can be encouraged to submit proposals. Should a proposal fit within the framework of the state plan, it should be evaluated to determine whether it includes the necessary elements and clearly answers such questions as: (1) What is to be done, (2) When is it to be done, (3) Who is responsible, (4) How will it be done, (5) Who are the recipients, (6) What is the desired outcome, and (7) How will the outcome be measured. Sections of this manual discuss the necessary proposal elements and provide an expanded list of questions to use when evaluating a proposal. Sample proposal formats are appended. Related documents are available as VT 019 703, VT 019 712, and VT 019 714 in this issue. (SB)

ED074273 VT019712

THE DEVELOPMENT OF EVALUATIVE CRITERIA FOR TRAINING THE HANDICAPPED: A SUMMARY OF PROJECT ACTIVITIES.

Meyer, Judy

Houston Univ., Texas. Center for Human Resources.

Spons Agency-Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date-Sep 72 Note-35p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-*Evaluation Criteria/*Guidelines/*Handicapped/*Pilot Projects/Program Administration/Program Evaluation/Program Planning/Program Proposals/Special Education/*Vocational Education/Vocational Rehabilitation

Identifiers-*Texas

This report summarizes the year's activities of a project designed to: (1) review pilot programs in vocational education for the handicapped in Texas, (2) develop guidelines for the Texas Education Agency to use in evaluating pilot proposals for training the handicapped under provisions of the Vocational Education Amendments of 1968, and (3) develop guidelines for school districts to follow in designing and evaluating programs for the handicapped. The review of pilot programs is available as VT 019 703, while the guidelines for proposal evaluation and self-evaluation of programs are available as VT 019 713 and VT 019 714, respectively, in this issue. (SB)

ED074264 VT019703

A REVIEW OF PILOT VOCATIONAL PROGRAMS FOR THE HANDICAPPED IN TEXAS.

Meyer, Judy

Houston Univ., Tex. Center for Human Resources.

Spons Agency-Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date-Sep 72 Note-140p.

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

Descriptors-Educational Programs/Evaluation Criteria/Guidelines/*Handicapped/*Pilot Projects/*Program Administration/Program Evaluation/*Program Planning/Program Proposals/Special Education/*Vocational Education/Vocational Rehabilitation

Identifiers-*Texas

This review of operational vocational programs for handicapped students in Texas was conducted to: (1) ascertain areas of strength and areas which need support in order to make recommendations for future programming, and (2) develop proposal and self-evaluation guidelines. To gain necessary information, site visitations were made to 27 local school districts in Texas and to programs in 13 other states, where interviews were held with representatives from the disciplines of vocational education, special education, and vocational rehabilitation. Interviews were balanced between administrators, teachers, counselors, employers, interested citizens, Education Service Center administrators and professional staff, and Department of Education college professors. On the basis of interview data and a review of relevant research, recommendations were made for each level of program administration. These recommendations along with information secured from other states and descriptions of unusual programs and approaches are included in this report. A summary of the project activities is available as VT 019 712 and the guidelines for proposal evaluation and program self-evaluation are available as VT 019 713 and VT 019 714, respectively, in this issue. (SB)

ED073580 EC051133

A FIVE COUNTY VOCATIONAL SKILLS TRAINING PROGRAM FOR THE BLIND. EVALUATION DOCUMENT.

Russell, Gene H.

Santa Cruz County Superintendent of Schools, Calif.

Spons Agency-California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date-72 Note-63p.

EDRS Price MF-$0.76 HC-$3.32 PLUS POSTAGE

Descriptors-Adolescents/*Exceptional Child Education/*Program Evaluation/*Questionnaires/*Visually Handicapped/*Vocational Education/Young Adults

Evaluated was a 2 year, five county vocational program for visually handicapped junior high, secondary, and junior college students designed to encourage skill development of the student and in-service training of the regular instructor. Evaluation was by means of two questionnaires to which 53 vocational educators, 62 nonvocational educators (teachers of the blind and administrators), and 65 student teachers and prospective teachers responded. Two of the six conclusions after analysis of the data are that partially sighted and blind students can be successfully integrated into regular programs and that regular vocational educators will enroll blind and partially sighted pupils if they receive in-service training. To further vocational education for the visually handicapped, project evaluators made nine recommendations of which the following four are examples: the replication of similar projects in other regions, the development of an itinerant in-service team at the state level, and the establishment of a clearinghouse at the state level for career and vocational materials for the handicapped. Appendixes include the two questionnaires used in the evaluation. For other program documents see EC 051 030 through EC 051 032. (DB)

ED073579 EC051132

A FIVE COUNTY VOCATIONAL SKILLS TRAINING PROGRAM FOR THE BLIND. PROJECT DOCUMENT.

Russell, Gene H.

Santa Cruz County Superintendent of Schools, Calif.

Spons Agency-California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date-72 Note-180p.

EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE

Descriptors-Adolescents/*Counseling/*Exceptional Child Education/*Program Development/Regular Class Placement/*Visually Handicapped/*Vocational Education/Young Adults

Assembled are the ideas, techniques, and written documents of a 3 year, five county vocational skills training program designed to provide vocational skills and counseling to blind and partially sighted students in grades 7 through 14 within regular vocational classes. Technical and industrial arts, homemaking, and work experience are vocational areas emphasized by the program. Included in the introduction to the visually handicapped student are four methods of orientation and mobility. Teacher preparation is discussed and a referral system explained. Questions of regular vocational teachers are answered. Described are tests used in the program. Samples of approximately 35 forms used in the program such as registration forms and parent conference reports are provided. Local resources utilized are listed as are the written and visual products of the program. A formula to aid in the determination of staff requirements is explained. One of the recommendations of the program is that itinerant in-service teams be developed at the state level. Equipment and supplies suggested for industrial education and daily living skills are listed with prices and sources. For related documents see EC 051 030, EC 051 031, and EC 051 033. (DB)

ED073246 VT018595

SUPPLEMENT TO HANDBOOK FOR SELF-EVALUATION OF PROGRAMS AND SERVICES TO THE DISADVANTAGED AND THE HANDICAPPED AT COMMUNITY COLLEGES UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 (PUBLIC LAW 90-576).

Tadlock Associates, Los Altos, Calif.

Spons Agency-California Coordinating Unit for Occupational Research and Development, Sacramento; Foothill Community Coll. District, Cupertino, Calif.

Pub Date-15 Apr 72 Note-50p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-College Programs/*Community Colleges/*Disadvantaged Youth/Federal Aid/*Handicapped/*Program Evaluation/Self Evaluation/Staff Role/Supplementary Reading Materials/Vocational Development/*Vocational Education

Identifiers-*Vocational Education Amendments of 1968

Suggestions for conducting an institutional self-evaluation of programs and services offered to the disadvantaged and the handicapped at the community college level are provided in this supplement to a handbook on this topic. Specifically focusing on programs and services funded under the Vocational Education Amendments of 1968, this guide discusses these seven topics: (1) Procedures for Evaluation, (2) Financial Resources, (3) Plant and Equipment

Resources, (4) Library Resources and Other Instructional Facilities, (5) Instructions for the Chairman and Vice Chairman, (6) Instructions for Committee Members, and (7) Role of the District Staff. Two charts illustrate the text, one on attitude assessment and one on the interrelationships among special programs. This document is related to two others, available in this issue as VT 018 582 and VT 018 583. (AG)

ED073241 VT018583

HANDBOOK FOR SELF-EVALUATION OF PROGRAMS AND SERVICES TO THE DISADVANTAGED AND THE HANDICAPPED AT COMMUNITY COLLEGES UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968 (PUBLIC LAW 90-576).

Tadlock Associates, Los Altos, Calif.

Spons Agency-California Coordinating Unit for Occupational Research and Development, Sacramento; Foothill Community Coll. District, Cupertino, Calif.

Pub Date-15 Apr 72 Note-35p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-College Programs/*Community Colleges/*Disadvantaged Youth/Educational Background/Educational Planning/Federal Aid/Guidelines/*Handicapped/Pilot Projects/*Program Evaluation/Resource Materials/Self Evaluation/Vocational Development/*Vocational Education

Identifiers-*Vocational Education Amendments of 1968

This handbook provides basic information for conducting and institutional self-evaluation of programs and services offered to the disadvantaged and handicapped at the community college level. Specifically focusing on programs and services funded under the Vocational Education Amendments of 1968, this guide is intended for those who are inexperienced with such self-evaluation projects. Developed as part of a pilot study of four community colleges, in cooperation with representative members of the administration, staff, community, and student body, this document includes: (1) background information, (2) a summary plan for evaluation, (3) steps in the evaluative process, and (4) sample work forms. Suggested evaluation questions and a sample working diagram for the self-study process are provided. An extensive self-evaluation questionnaire is appended. This document is related to VT 018 582 and VT 018 595, which are available in this issue. (AG)

ED073240 VT018582

A REPORT ON THE EVALUATION OF OCCUPATIONAL EDUCATION PROGRAMS FOR THE HANDICAPPED AND DISADVANTAGED IN FOUR COMMUNITY COLLEGES.

Tadlock Associates, Los Altos, Calif.

Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date-15 Apr 72 Note-41p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-College Programs/*Community Colleges/*Disadvantaged Youth/Federal Aid/*Handicapped/Models/Operations Research/Program Evaluation/*Self Evaluation/*Vocational Education

Identifiers-*Vocational Education Amendments of 1968

This project was directed to the development of a self-evaluation model which would enable community colleges to evaluate their effectiveness in

providing occupational education programs for the disadvantaged and handicapped that are funded under the Vocational Education Amendments of 1968. To accomplish their goal, the evaluation team made a series of visits to the campuses of four colleges, where questionnaires were used to obtain the necessary data. At the conclusion of each visit, team members met in taped sessions to review their findings. Some of those major findings include: (1) Administrators were reluctant to allow first-line personnel to be interviewed outside of their presence; (2) Administrators tended to supply first-line personnel with acceptable answers; and (3) Similarities were found in the policies and procedures regarding programs for the disadvantaged at the participating colleges. Conclusions reached were: (1) The Office of Economic Opportunity needs to create a more specific definition of the term, disadvantaged; (2) Programs which serve the disadvantaged are virtually nonexistant; (3) The development of existing programs was done in absence of minority input; and (4) Community input regarding decisions consists of after the fact information. A handbook and supplement resulting from the project are available as VT 018 583 and VT 018 595, respectively, in this issue. (SN)

ED072235 VT018680

RESEARCH IN DEVELOPING A PROGRAM IN BASIC VOCATIONAL STUDIES. FINAL REPORT.

Brooke County Board of Education, Wellsburg, W. Va.

Spons Agency-West Virginia State Board of Education, Charleston. Div. of Vocational-Technical Education.

Report No.-WVa-71-R-20

Pub Date-Sep 72 Note-193p.

EDRS Price MF-$0.76 HC-$9.51 PLUS POSTAGE

Descriptors-County Programs/*Curriculum Guides/Developmental Programs/Educational Objectives/Educational Responsibility/Goal Orientation/*Handicapped Students/High School Curriculum/Post-Secondary Education/Program Coordination/*Program Development/Remedial Programs/Research Utilization/*Skill Development/Vocational Development/*Vocational Education

Identifiers-*Brooke County/West Virginia

This report describes the research and organization involved for implementing a coordinated county academic-vocational program for mentally, physically, and emotionally handicapped students at the high school and post-secondary levels. An occupational survey and literature review preceded the development of a flexible academic curriculum providing basic instruction and remedial work in language arts and mathematics skills. Job orientation, vocational skills development for the occupations centering on food service and building maintenance, on-the-job training, and the services of a rehabilitation counselor are provided in this 4-year special program. In-service training for professional staff, program evaluation, and accountability constitute major programmatic needs. The curriculum guide includes numerous unit outlines, term definitions, visual aids, program goals and objectives, and resource materials. Staff roles and responsibilities are delineated for this state funded developmental project. (AG)

ED072197 VT018515

VOCATIONAL INSTRUCTIONAL MATERIALS FOR STUDENTS WITH SPECIAL NEEDS.

Towne, Douglas C.; Wallace, Sydney

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date-Aug 72 Note-235p.

EDRS Price MF-$0.76 HC-$12.05 PLUS POSTAGE

Descriptors-Citation Indexes/*Directories/*Disadvantaged Youth/Feedback/*Handicapped Students/Individualized Instruction/*Instructional Materials/Visual Aids/Vocational Development/*Vocational Education

Identifiers-Dictionary of Occupational Titles

This directory of instructional materials is designed for use by vocational education teachers of the disadvantaged or handicapped student. Representing a number of sources and a variety of approaches to curricular materials for students with special needs, this listing covers 24 topics, from individualized curriculums to instructional support systems. Federally funded under the Vocational Education Amendments of 1968, the text is illustrated with line drawings. Each instructional category, such as office occupations, is cross-referenced with the Dictionary of Occupational Titles. Instructions for locating materials under the appropriate program heading, an explanation of the coding system and the method of ordering selected documents for purchase from the Government Printing Office are provided. For each document citation, these nine areas of information are given: (1) title, (2) author, (3) corporate author, (4) a statement of relevant instructional areas, (5) a brief annotation of the potential use of this materials, (6) subject content, (7) a description of the materials, (8) the instructional media, and (9) the source of the document. An evaluation form is included for teacher feedback. (AG)

ED070858 VT018328

TRAINING BLIND PERSONS TO WORK AS TAXPAYER SERVICE REPRESENTATIVES FOR INTERNAL REVENUE SERVICE. FINAL REPORT OF A DEMONSTRATION PROJECT (MARCH 1967-MAY 1971).

Knoch, Elmo A., Jr.; Ward, Allan L.

Arkansas Enterprises for the Blind, Inc., Little Rock.

Spons Agency-Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Report No.-SRS-I4-55217/6

Pub Date-May 71 Note-99p.

Available from-National Technical Information Service, Springfield, Virginia 22151 (PB 210 696, MF $0.95; See catalog for hard copy price)

Document Not Available from EDRS.

Descriptors-Adult Vocational Education/*Blind/*Demonstration Projects/*Federal Programs/Job Development/Job Placement/*Job Training/Microfiche/Program Effectiveness/Resource Materials/Tables (Data)/Vocational Development

Identifiers-*Arkansas Enterprises for the Blind/Internal Revenue Service

The report describes a 4-year demonstration project conducted by the Arkansas Enterprises for the Blind to determine the feasibility of training

blind persons to work as taxpayer service representatives for the Internal Revenue Service. During the period (1967-1971), 10 training classes were completed. Trainees were placed in job positions in 32 states. At least 90 percent of them raised their income or status over their former position as a result of the training. (Author)

ED069855 VT017106

WISCONSIN'S VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS FOR PERSONS WITH SPECIAL NEEDS.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

Pub Date-72 Note-161p.

EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE

Descriptors-*Disadvantaged Groups/Educational Innovation/Goal Orientation/*Handicapped/Program Administration/Program Descriptions/Program Effectiveness/*Program Evaluation/Resource Materals/*State Programs/Tables (Data)/Technical Education/Vocational Development/*Vocational Education

Identifiers-*Wisconsin

This study assesses the programs and services offered to persons with special needs in Wisconsin, focusing on their appropriateness and availability. Its overall purposes are: (1) to provide an overview of Wisconsin's Vocational and Technical Education programs in this area, including an evaluation of possible strengths and weaknesses; (2) to provide a base from which the State Advisory Council can report to the citizens of Wisconsin; and (3) to fulfill the requirements of the State Advisory Council on Vocational Education as set forth in the 1968 Vocational Education Amendments. Specifically, the objectives of this study include: (1) an evaluation of program effectiveness in meeting educational goals in this area; (2) a determination of the degree to which vocational programs serve the disadvantaged and handicapped; (3) a description of the administrative structure and delivery system for these services; (4) an identification of program output; and (5) the highlighting of several ongoing projects. (Author/AG)

ED066525 ED012471

FINAL REPORT OF THE EVALUATION OF THE SUMMER 1970 EXPLORATORY VOCATIONAL TRAINING PROGRAM FOR PHYSICALLY HANDICAPPED AND MENTALLY RETARDED PUPILS. ESEA TITLE I.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency-New York City Board of Education, Brooklyn, N.Y.

Pub Date-70 Note-34p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-Group Relations/*Handicapped Students/High School Students/Mechanical Skills/*Physically Handicapped/Program Evaluation/Retarded Children/Summer Programs/*Vocational Education/Vocational Rehabilitation/Vocational Training Centers

Identifiers-*Elementary Secondary Education Act Title I/ESEA Title I/New York

The general goal of this summer program, funded under Title I, Elementary and Secondary Education Act, was to provide an instructional-vocational

program which would meet the needs of handicapped students. Specifically, the program set out to: (a) provide experiences in shop areas which will provide in manipulation of materials and contribute to growth in motor control and manual dexterity; (b) provide experiences in group interaction in shops and opportunities for following through on individual and group projects which will contribute to growth in self-direction; and (c) provide opportunities for success and achievement in exploration of new media, materials, and equipment. The evaluation was performed by a collection of information from parents, teachers, and students, and by observations by evaluation staff members of shop settings and activities. Teachers rated students at two intervals in the program, once on the seventeenth of July and again on August thirteenth. Students who were able to write filled out questionnaires. The others were interviewed by project staff members. Parents also filled out questionnaires. Teachers responded to a questionnaire at the termination of the program. (Author/JM)

ED065670 VT015827

OFFICIAL OCCUPATIONAL SKILLS PROGRAM HANDBOOK. VOCATIONAL-TECHNICAL EDUCATION. A HANDBOOK FOR THE OCCUPATIONAL SKILLS PROGRAM FOR SPECIAL EDUCATION STUDENTS.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

Report No.-Pub-TAC-72-4221

Pub Date-71 Note-168p.

EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE

Descriptors-Behavioral Objectives/Bibliographies/Employment Opportunities/Guidelines/Handicapped Students/*Job Skills/Learning Activities/Manuals/Occupational Clusters/*Prevocational Education/Program Descriptions/Program Evaluation/Resource Materials/Secondary Grades/Services/Skill Development/*Special Education/*Teaching Guides/*Vocational Development

Identifiers-Beginning Competence/Career Awareness

This handbook, for use in a prevocational program providing special education students in high school with occupational skills, provides guidelines and teaching procedures for use in implementing a program at district or school level. An overall description of the program delineates roles and responsibilities of all program participants, and suggested occupational skills units provide learning activities for the handicapped, resource lists, and behavioral objectives for specific jobs within nine occupational clusters. For each of those jobs or groups of jobs, related subject areas and materials lists are correlated with specific occupational experiences. Program evaluation sheets, a vocabulary list, a bibliography, and generalizations for career education complete the handbook, developed by teachers, counselors, administrators, and representatives from organized labor. (AG)

ED064823 EC042376

A PROGRAM FOR TRAINING THE STUDENT WITH SPECIAL NEEDS.

Mossman, Marshall L., ed.

Genesee Area Skill Center, Flint, Mich.

Sponsoring Agency-Michigan State Dept. of Education, Lansing. Special Needs Program.

Pub Date-Jun 72 Note-113p.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Descriptors-Curriculum/Educational Programs/*Exceptional Child Education/*Mentally Handicapped/*Physically Handicapped/*Program Descriptions/*Vocational Education

The booklet is reported to be designed for use as a source book by individuals concerned with establishing special needs vocational education programs to train mentally and physically handicapped students in semi-skilled occupations. General considerations presented cover the goal of releasing human potential, overall objectives of the program, psychological guidelines relating to knowing the child, readability of the textbook, curriculum guidelines, and evaluation procedures. Curriculum areas then included are health occupations, landscaping, graphic arts, plant maintenance, welding, driver education, small engine mechanics, domestic appliance repair, business occupations, auto mechanics, and auto body mechanics. Usually provided for each curriculum entry are a course description, listing of performance objectives, course outline, and operational notes. Concluding information concerns student personnel services, placement and program counselor, and psychologist. Appended are a chronology of the special needs program and operational forms. (CB)

ED063472 VT015390

VOCATIONAL EDUCATION AND THE PHYSICALLY HANDICAPPED--VOICES AND VIEWS.

Love, Don

Hoskins and Associates, South Pasadena, Calif.; Los Angeles City Coll., Calif.

Pub Date-Jul 71 Note-128p.

Available from-Los Angeles City College Bookstore, 855 North Vermont Avenue, Los Angeles, California 90029 ($6.60)

EDRS Price MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors-Community Colleges/Disadvantaged Groups/Educational Needs/Employment Trends/*Junior Colleges/Manpower Needs/*Physically Handicapped/Program Development/Program Planning/Research Needs/*School Role/*Student Needs/Vocational Counseling/*Vocational Education

This report is an attempt to define the role of the junior/community college in providing vocational training for the physically handicapped. In identifying this role the report offers: (1) an in-depth discussion of the national concern of vocational education for the handicapped, (2) findings from a review of the existing vocational education programs for the disabled, (3) an analysis of the handicapped population related to the junior college, (4) suggested solutions to problems, (5) labor market trends and needs, (6) program planning, (7) implementation and evaluation of supportive services such as counseling and guidance, and (8) future needs and program development. In outlining a course of action, the report categorizes the basic needs of handicapped students as medical, social, economic, and educational. (Author/JS)

ED058415 VT014412

A NATIONAL STUDY TO IDENTIFY OUTSTANDING PROGRAMS IN VOCATIONAL EDUCATION FOR HANDICAPPED AND DISADVANTAGED STUDENTS.

National Association of State Directors of Vocational Education; Pennsylvania State Advisory Council for Vocational Education, Harrisburg.

Pub Date-Nov 71 Note-210p.

EDRS Price MF-$0.76 HC-$10.78 PLUS POSTAGE

Descriptors-*Disadvantaged Youth/Educational Programs/*Handicapped Students/National Surveys/Program Administration/Program Coordination/Program Costs/*Program Descriptions/Program Evaluation/*Vocational Education

This publication contains information gained from a survey of 49 states, the District of Columbia, and Puerto Rico concerning programs for handicapped and disadvantaged students. Arranged alphabetically by state, 51 handicapped and 51 disadvantaged programs are described in terms of: (1) program objectives, (2) program funding, (3) student characteristics and recruitment methods, (4) staff characteristics, (5) vocational offerings, (6) program characteristics such as program length and time spent in formal instruction or laboratory or work experience, (7) program coordination, (8) materials and equipment needs, and (9) program evaluation and future plans. (SB)

ED057517 EC040684

COMPREHENSIVE VOCATIONAL PROGRAMS FOR HANDICAPPED STUDENTS.

Gary, A. L.

Hamilton County Dept. of Education, Chattanooga, Tenn.

Spons Agency-Council for Exceptional Children, Arlington, VA.

Pub Date-71 Note-10p.; Paper presented at the Special Conference on Emerging Models of Special Education for Sparsely Populated Areas (Memphis, Tennessee, December 3, 1971)

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-Educable Mentally Handicapped/*Exceptional Child Education/*Guidelines/*Handicapped Children/*Mentally Handicapped/Program Development/*Vocational Education

Discussed are guidelines for vocational program development for handicapped students. The author rejects the norm-referenced system that compares individual performance to group performance and advocates the criterion-referenced system that is based upon mastery of specific skills. A vocational program's effectiveness is then related to five considerations: individual differences, which the author states are not accounted for in norm-referenced tests; instructional objectives, which are said to communicate teacher expectancies to the learner; test construction, which the author states needs to stem from the instructional objectives; remediation, which can follow a student's incomplete mastery of a skill without traditional failure; and social consequences, which are said to be fostered by criterion-referenced systems. A joint vocational/academic program is then described that incorporates the discussed format. The students are designated as educable mentally handicapped and are participating in the vocational education program that has the terminal goal of job placement. The students eventually are placed in local businesses and may return to vocational school for additional training. Results indicate that the program is effective. (CB)

ED056176 VT013951

VOCATIONAL EDUCATION FOR HANDICAPPED PERSONS. HANDBOOK FOR PROGRAM IMPLEMENTATION.

Young, Earl B.; et al.

Office of Education (DHEW), Washington, D.C.

Report No.-OE-35096

Pub Date-71 Note-98p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.235:35096, $0.50)

EDRS Price MF-$0.76 HC-$4.43 PLUS POSTAGE

Descriptors-Community Involvement/*Guides/*Handicapped/Instructional Materials/Interagency Cooperation/Professional Personnel/Program Administration/*Program Development/Rural Education/*Vocational Education/*Vocational Rehabilitation/Voluntary Agencies

Identifiers-Vocational Education Amendments of 1968

To provide vocational educators with reliable information about the handicapped and suggestions for implementing services according to the Vocational Education Amendments of 1968, ideas were developed during a 2-day national conference attended by 200 educators and rehabilitation specialists, and were refined during nine regional clinics. Using these suggestions, this document strives to answer specific questions of program implementation, using model programs when possible, so that administrators at the local level can choose and implement according to need. The information is presented in these sections: (1) Who are the Handicapped? (2) Organizing for Cooperation: Interagency Involvement, (3) Services Available from Vocational Rehabilitation, (4) A Model for Statewide Cooperative Agreement, (5) Programs and Services, (6) Providing Services in Rural Areas, (7) Community Involvement in Vocational Educational Services for the Handicapped, (8) Considerations in Planning Vocational Education for the Hearing, Visually, and Physically Impaired, (9) Personnel, (10) Some Suggested Sources of Teaching Materials and Assistance, and (11) Vocational Education Amendments of 1968: Sections Related to the Handicapped. (SB)

ED053515 EC033018

VOCATIONAL TRAINING: EXCEPTIONAL CHILD BIBLIOGRAPHY SERIES.

Council for Exceptional Children, Arlington, VA. Information Center on Exceptional Children.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Feb 71 Note-25p.

EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors-*Annotated Bibliographies/Bibliographies/*Exceptional Child Education/*Handicapped Children/*Vocational Education/*Vocational Rehabilitation

One in a series of over 50 similar listings related to exceptional children, both handicapped and gifted, the annotated bibliography contains 88 references dealing with vocational education and vocational rehabilitation, including such topics as prevocational preparation, work-study programs, sheltered workshops, job placement, and others. Entries, which include texts,

journal articles, curriculum guides, research reports, and other literature, were selected from Exceptional Child Education Abstracts. Given are bibliographic data, availability information, indexing and retrieval descriptors, and an abstract for each entry. Both an author and a subject index are included. (KW)

ED050500 EC032214

PREPARING TEACHERS OF SECONDARY LEVEL EDUCABLE MENTALLY RETARDED. PROJECT REPORT NO. 1.

Erolin, Donn; Thomas, Barbara

Stout State Univ., Menomonie, Wis.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Grant-OEG-0-70-4818(603)

Pub Date-Apr 71 Note-116p.

EDRS Price MF-$0.76 HC-$5.70 PLUS POSTAGE

Descriptors-Conference Reports/*Educable Mentally Handicapped/*Exceptional Child Education/Interpersonal Competence/Mentally Handicapped/Models/Program Development/*Program Proposals/Questionnaires/Secondary School Students/*Teacher Education/*Vocational Education

Identifiers-Wisconsin

An interim report on the Stout State University model for training special class teachers to prepare secondary level educable mentally handicapped students for social and vocational adjustment is presented. Pertinent literature is reviewed; and the Stout State proposal which emphasizes academic skills and incorporates vocational education and rehabilitation in secondary level teacher preparation is described. Proceedings from a conference (Menomonie, Wisconsin, November 12-13, 1970), held to assist the Stout project staff in determining the efficacy of the model, include eight papers which deal with the needs of secondary level educable mentally handicapped students and competencies needed by their teachers. Conference questionnaire results are cited and the data is noted as having served as a basis for a field questionnaire sent to all teachers and administrators of secondary level educable mentally handicapped classes in Wisconsin. The data from the field questionnaire, when received, are considered by the author to be primary sources of curriculum study prior to preparing a secondary level special education teacher training program for Stout. (CD)

ED048677 EC031781

A FOLLOW-UP STUDY OF AUDITORIALLY, VISUALLY, AND ORTHOPEDICALLY HANDICAPPED PUPILS IN CINCINNATI. FINAL REPORT.

Prisuta, Richard

Pittsburgh Univ., PA. Office of Research and Field Services.

Spons Agency-Cincinnati Public Schools, Ohio.

Pub Date-Sep 70 Note-137p.

EDRS Price MF-$0.76 HC-$6.97 PLUS POSTAGE

Descriptors-Aurally Handicapped/*Exceptional Child Research/*Follow-up Studies/*Handicapped/Interviews/Manpower Development/Physically Handicapped/Public Education/Visually Handicapped/*Vocational Education

Identifiers-Ohio

A follow-up study of aurally, visually, and physically handicapped graduates of the Cincinnati Public Schools was investigated for use in future educational planning for handicapped children. A random selection of 24 aurally handicapped, 15 visually handicapped and 34 physically handicapped graduates were interviewed. Twenty-nine of the group met the criteria of being employed with a measurable wage and employers of all 29 subjects were interviewed. Findings were indicated by the researchers to show that the majority of the handicapped pupils were capable of successful occupational adjustment to unskilled and semiskilled jobs; however, impractical school experiences were not marketable enough to provide economic stability. Recomendations were made that the administration should assume more responsibility for the occupational placement of disabled pupils; the scope of the prevocational training program should be expanded to meet the changing labor market demands; and specific program objectives which pair specific skills with specific job opportunities based on employment situations of former pupils should be created. (CD)

ED048481 VT012651

A GUIDE FOR THE DEVELOPMENT AND INSTALLATION OF OCCUPATIONAL TRAINING PROGRAMS AND SERVICES FOR DISADVANTAGED AND HANDICAPPED PERSONS.

Anderson, Del

West Virginia Research Coordinating Unit for Vocational Education, Huntington; West Virginia State Dept. of Education, Charleston. Div. of Vocational and Technical Education.

Pub Date-May 70 Note-43p.

EDRS Price MF-$0.76 HC-$1.95 PLUS POSTAGE

Descriptors-*Culturally Disadvantaged/*Handicapped/Organization/Program Administration/*Program Design/Program Development/*Program Guides/*Vocational Education

This report describes the procedures necessary to develop a vocational education program to prepare the physically handicapped and culturally disadvantaged for entry level jobs and responsible citizenship. The 2-part model program includes a regular vocational program with supportive services for handicapped and disadvantaged students, and a separate program for those who cannot compete in the regular program even with supportive services. The separate program provides for entry into either a work-experience program or a regular vocational program after learning the basic knowledge and skills for an occupational cluster. In addition to describing administration and organization, the report discusses special qualifications required for faculty, curriculum, and facilities. (BH)

ED047438 EC031518

VOCATIONAL PREPARATION: SUGGESTIONS FOR TEACHERS OF THE HANDICAPPED.

Walden, S. Bernie; et al.

Iowa Univ., Iowa City. Special Education Curriculum Development Center.

Pub Date-Oct 70 Note-151p.

EDRS Price MF-$0.76 HC-$8.24 PLUS POSTAGE

Descriptors-*Curriculum Guides/*Exceptional Child Education/Job Skills/*Mentally Handicapped/Teaching Guides/*Vocational Education/Wages/Work Attitudes

Designed for use by teachers of the handicapped, the curriculum guide provides brief objectives and activities in readiness for vocational preparation at the primary level. At the intermediate-junior high level, 14 specific lessons are presented which contain objectives, teaching suggestions, activities, and materials in aspects ranging from self-awareness to finding and securing a job. A starter unit of 13 lessons is diagramed to indicate objectives, activities, and resource materials in the area of wage and payment concepts. Classroom vocational preparation is outlined, and school-job training programs are described for three levels of ability. Student work sheets and a related bibliography are included. (RE)

AIM/ARM Documents

VT101337
30 Sep 73
THE DEVELOPMENT OF A MODEL COMMUNITY EVALUATION CENTER FOR THE DISADVANTAGED AND HANDICAPPED.
Halifax County Technical Inst., Weldon, N.C.
300
MF Available in VT-ERIC Set.
Descriptors-*Disadvantaged Groups/*Handicapped/*Vocational Counseling/*Vocational Aptitude/*Instructional Materials/Psychological Services/Management Information Systems/Evaluation/Workshops/Institutes (Training Programs)
Identifiers-North Carolina
As this final report explains the objective of this project was to develop a model for the occupational evaluation of disadvantaged and handicapped persons that would be consistent with the occupational programs typically offered by a technical institute. To reach the objectives, an occupational evaluation center was established to provide occupational evaluation of selected clients to determine their job interests. The Center, which is still operating, intends to provide motivation, recruitment of additional teachers and potential clients, psychological services, and training programs for the disadvantaged and handicapped as well as a management information system for effective utilization of the information gathered. The report contains the following chapters: The Problem, Methods and Procedures, Results and Discussion, Model Development, and Summary, Conclusions, and Implications. The appendixes contain motivational and attitudinal training curriculum materials. (LJ)

VT101319
DEVELOPING A RESOURCE TOOL FOR HIGH SCHOOL AND COLLEGE COUNSELORS IN COUNSELING THE PHYSICALLY HANDICAPPED. FINAL REPORT.
Chabot Coll., Hayward, Calif.
100
MF Available in VT-ERIC Set.
Descriptors-*Resource Guides/Material Development/*Handicapped Students/*Guidance Counseling/Career Planning/Career Opportunities
Identifiers-*California
The purpose of this project was twofold: (1) to develop a resource handbook for high school and college counselors who guide the handicapped student in selecting a career, and (2) to produce guidelines for the development of such a resource tool. The format and content of the handbook was developed by two advisory committees, one composed of high school and community

college counselors, and the other a group of handicapped students. Once the basic design of the handbook was decided, the counselors' advisory committee organized into subcommittees which pursued the research into the available community and other resource materials in order to assemble their assigned sections. Further information on the actual content of various advisory committee meetings is contained in the appendix to this report. Following completion of the first draft of the resource handbook, copies were mailed to each advisory committee member as well as other appropriate individuals in related public agencies. The handbook was revised according to their reviews. (Kn)

VT101127
30 May 73
A FOLLOW-UP STUDY OF THE POST SCHOOL EMPLOYMENT SUCCESS OF GRADUATES FROM FOUR HIGH SCHOOL SPECIAL EDUCATION PROGRAMS IN THE MIDWESTERN INTERMEDIATE UNIT IV IN PENNSYLVANIA FOR THE SCHOOL YEARS 1969-70, 1970-71, and 1971-72. FINAL REPORT.
Midwestern Intermediate Unit IV, Grove City, PA.
300
MF Available in VT-ERIC Set.
Descriptors-*Work Experience Programs/*Educable Mentally Handicapped/*Prevocational Education/*Vocational Follow-Up/*Vocational Development/Educational Programs/Vocational Adjustment
Identifiers-*Pennsylvania
To determine which of four models used in training the educable mentally retarded in Pennsylvania was providing the most effective high school preparation for work, this study examined their post high school employment records. The four models included the following: (1) A Community-Based Work-Study Program, (2) The Academic Special Education Programs, (3) The External Vocational Program Provided by Private Agencies, and (4) The Internal Vocational Program of Approved Special Education with Industrial Arts or Vocational Agriculture Classes. From the 259 students who had graduated in 1970, 1971, and 1972, data were obtained by teachers and graduate students in special education using questionnaire interviews with 183 graduates. Findings indicate that the work-study programs appeared to produce the most successfully employed. Recommendations were made, among many, to expand the work-study programs to include all educable mentally retarded students at the senior high school level and to develop the program within the schools, to stress the solutions to the persistent problems of daily living rather than academic skill development, and to expand the job placement program. (Author/MU)

VT101115
Jul 74 M.S. Thesis, Oklahoma State Univ., Stillwater.
Maynard, Richard Imri
THE ATTITUDES OF SELECTED STUDENT TEACHERS AT OKLAHOMA STATE UNIVERSITY TOWARD THE PHYSICALLY DISABLED.
900

MF Available in VT-ERIC Set.

Descriptors-*Teacher Attitudes/*Student Teachers/*Physically Handicapped/Masters Theses/Individual Characteristics/Special Education

To identify attitudes toward the physically disabled, questionnaires were administered to 150 student teachers of agricultural education, home economics education, special education, and general education at Oklahoma State University. Findings indicated that, in general, student teachers felt too little preparation time was devoted in their training to coping with the problems of teaching the disabled. Special problems of the disabled were varied, the disabled required extra attention, and severely disabled were harder to handle than those with minor handicaps. The teachers in the sample were primarily rural women with limited experience with the disabled. Those who scored higher on the test instrument were women with some special education courses in their teacher preparation, especially those who had had close voluntary contact with the disabled. This master's thesis was submitted to the graduate school at Oklahoma State University. (MU)

VT100940

01 Nov 73

PROJECT CAREER/CAREER DEVELOPMENT PROCESS FOR THE HANDICAPPED. INTERIM REPORT. SEPTEMBER 16, 1972-SEPTEMBER 15, 1973.

Project Career, Randolph, Mass.; Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

100

MF Available in VT-ERIC Set.

OEG-0-72-5170

Descriptors-*Career Education/*Vocational Development/*Handicapped Students/*Developmental Programs/*Educable Mentally Handicapped/Program Descriptions

Identifiers-*Project Career

Covering the time period of September 16, 1972 to September 15, 1973, this interim report documents the goals, procedures, accomplishments, evaluation, conclusions, and recommendations of a project to assist the local educational agencies (LEA's) in many of the functions of a program of career development activities for handicapped students. Accomplishments included the following: (1) A lesson plan format was developed, (2) Training procedures were revised, (3) Attainable behavioral objectives concerning the educable mentally retarded in the work situation were analyzed, and (4) A career education course for use with handicapped students was offered at the University of Massachusetts for graduate students. (MU)

VT100849

Mar 74

Pierson, John E.

ELEMENTARY ARC WELDING SKILLS.

Marie H. Katzenbach School for the Deaf, West Trenton, N.J.

300

MF Available in VT-ERIC Set.

New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103-Kilmer Campus, Rutgers Univ., New Brunswick, N.J. 08903 ($2.50)

Descriptors-*Welding/*Trade and Industrial Education/*Welders/*Deaf Education/*Study Guides

Specifically prepared for teaching the deaf the beginning arc welding skills necessary to become a welder, this study guide uses an elementary level of language and illustrates each paragraph of textual material with a line drawing that identifies the parts and processes described in the text. The 14 lessons cover safety practices and instructions on how to hold the equipment and how to use various welds. (Author/MU)

VT100817

Jun 72

A RESOURCE HANDBOOK FOR COUNSELING THE PHYSICALLY HANDICAPPED STUDENT. Chabot Coll., Hayward, Calif.

100

MF Available in VT-ERIC Set.

Descriptors-*Manuals/*Educational Opportunities/*Employment Opportunities/*Physically Handicapped/*Handicapped Students

Identifiers-*South County Joint Junior College District/Chabot College/California

Providing information for counselors and teachers who are helping physically handicapped students to plan future educational and vocational programs, this handbook describes the community resources available to the handicapped in the South County Joint Junior College District (Chabot College area of California. Educational resources provided by the seven school districts are identified and their areas of specialization indicated. Chabot College resources for the handicapped are detailed and other local college and university contact persons who can help with information regarding programs in their schools are listed with name, address, and telephone number. Separate information is directed to those who assist disabled veterans. The document is in a loose leaf format with tabs for easy familiarity and ease in updating. A section entitled "Occupations Accessible to the Physically Handicapped" presents the results of a survey of approximately 265 employers including mainly college vocational advisory members and school faculty. (Author/MU)

VT100698

73

CONSTRUCTION CLUSTER GUIDE. VOCATIONAL EDUCATION/SPECIAL EDUCATION PROJECT.

Central Michigan Univ., Mount Pleasant.

100

Document Not Available in VT-ERIC Set.

Descriptors-*Teaching Guides/*Vocational Education/Exceptional Students/Instructional Units/*Carpenters/*Trade and Industrial Education/Disadvantaged Groups/Task Analysis/*Construction (Process)/Building Trades/Cabinet Making/Occupational Information

This teaching guide is one of a series focusing upon the preparation of persons with special educational needs. A task analysis defines common clusters of tasks in the field of construction which includes the following subclusters: building maintenance, service, and residential construction. Each subcluster presents a number of tasks, and an instructional unit supplies the teacher with a multi-part teaching guide for each task. A task sheet for each student carries a progress report and contains skills to be gained, instructional and reference materials, language knowledge required for the task, and suggestions for discussion with the student concerned. A bibliography is keyed to the teaching guide and an appendix contains codes for interpreting the various numbers found in the task sheets. (MU)

VT100697
73
CLOTHING AND TEXTILE SERVICES CLUSTER GUIDE. VOCATIONAL EDUCATION/ SPECIAL EDUCATION PROJECT.
Central Michigan Univ., Mount Pleasant.
100
Document Not Available in VT-ERIC Set.
Descriptors-*Teaching Guides/*Vocational Education/Exceptional Students/ Instructional Units/*Seamstresses/*Occupational Home Economics/*Textiles Instruction/Disadvantaged Groups/Task Analysis/Occupational Information/ Sewing Machine Operators
This teaching guide is one of a series focusing upon the preparation of persons with special educational needs. A task analysis defines common clusters of tasks in the field of clothing and textile services which includes the following subclusters: (1) clothing service, (2) clothing construction, (3) home furnishings, and (4) upholstery. Each subcluster presents a number of tasks, and an instructional unit supplies the teacher with a mulit-part teaching guide for each task. A task sheet for each student carries a progress report and contains skills to be gained, instructional and reference materials, language knowledge required for the task, and suggestions for discussion with the student concerned. A bibliography is keyed to the teaching guide and an appendix contains codes for interpreting the various numbers found in the task sheets. (MU)

VT100696
73
AUTOMOTIVE AND POWER SERVICES CLUSTER GUIDE. VOCATIONAL EDUCATION/ SPECIAL EDUCATION PROJECT.
Central Michigan Univ., Mount Pleasant.
100
Document Not Available in VT-ERIC Set.
Descriptors-*Teaching Guides/*Vocational Education/Exceptional Students/ Instructional Units/*Auto Mechanics/*Trade and Industrial Education/*Appliance Repairing/Disadvantaged Groups/Task Analysis/Air Conditioning Equipment/ Occupational Information
This teaching guide is one of a series focusing upon the preparation of persons with special educational needs. A task analysis defines common clusters

of tasks in the field of automotive and power service which includes the following subclusters: (1) auto mechanics, (2) auto body repair, (3) small engine repair, (4) appliance repair, and (5) air conditioning. Each subcluster presents a number of tasks, and an instructional unit supplies the teacher with a multi-part teaching guide for each task. A task sheet for each student carries a progress report and contains skills to be gained, instructional and reference materials, language knowledge required for the task, and suggestions for discussion with the student concerned. A bibliography is keyed to the teaching guide and an appendix contains codes for interpreting the various numbers found in the task sheets. (MU)

VT100693
73
FOOD PREPARATION AND SERVICE CLUSTER GUIDE. VOCATIONAL EDUCATION/ SPECIAL EDUCATION PROJECT.
Central Michigan Univ., Mount Pleasant.
100
Document Not Available in VT-ERIC Set.
Descriptors-*Teaching Guides/*Vocational Education/ xceptional Students/ Instructional Units/Food Service Occupations/*Food Service/*Cooking Instruction/Disadvantaged Groups/Student Records/*Occupational Home Economics/ Occupational Information

This teaching guide is one of a series focusing upon the preparation of persons with special educational needs. A task analysis defines common clusters of tasks in the field of food preparation and service which includes the following subclusters: (1) baking and pastry, (2) food preparation, and (3) food service. Each subcluster presents a number of tasks, and an instructional unit supplies the teacher with a multi-part teaching guide for each task. A task sheet for each student carries a progress report and contains skills to be gained, instructional and reference materials, language knowledge required for the task, and suggestions for discussion with the student concerned. A bibliography is keyed to the teaching guide and an appendix contains codes for interpreting the various numbers found in the task sheets. (MU)

VT100692
73
GRAPHICS AND COMMUNICATION MEDIA CLUSTER GUIDE. VOCATIONAL EDUCATION/ SPECIAL EDUCATION PROJECT.
Central Michigan Univ., Mount Pleasant.
100
Document Not Available in VT-ERIC Set.
Descriptors-*Teaching Guides/*Vocational Education/Exceptional Students/ Instructional Units/*Graphic Arts/*Drafting/*Printing/Disadvantaged Groups/ Task Analysis/Photograph/Occupational Information

This teaching guide is one of a series focusing upon the preparation of persons with special educational needs. A task analysis defines common clusters of tasks in the field of graphics and communication media which includes the following subclusters: (1) bookbinding, (2) screen printing,

(3) offset lithography, (4) letterpress printing, (5) commercial photography, and (6) drafting. Each subcluster presents a number of tasks, and an instructional unit supplies the teacher with a multi-part teaching guide for each task. A task sheet for each student carries a progress report and contains skills to be gained, instructional and reference materials, language knowledge required for the task, and suggestions for discussion with the student concerned. A bibliography is keyed to the teaching guide and an appendix contains codes for interpreting the various numbers found in the task sheets. (MU)

VT100690
73
MANUFACTURING CLUSTER GUIDE. VOCATIONAL EDUCATION/SPECIAL EDUCATION PROJECT.
Central Michigan Univ., Mount Pleasant.
100
Document Not Available in VT-ERIC Set.
Descriptors-*Teaching Guides/*Vocational Education/Exceptional Students/Instructional Units/*Machine Tools/Manufacturing/Occupational Information/Disadvantaged Groups/Task Analysis/*Welding/*Metal Working Occupations
This teaching guide is one of a series focusing upon the preparation of persons with special educational needs. A task analysis defines common clusters of tasks in the field of manufacturing which includes the following subclusters: (1) combination welding, (2) machine tool processes, and (3) soft materials processes. Each subcluster presents a number of tasks, and an instructional unit supplies the teacher with a multi-part teaching guide for each task. A task sheet for each student carries a progress report and contains skills to be gained, instructional and reference materials, language knowledge required for the task, and suggestions for discussion with the student concerned. A bibliography is keyed to the teaching guide and an appendix contains codes for interpreting the various numbers found in the task sheets. (MU)

VT100353
Aug 73
Price, Samuel T.; Hain, J. Willard
A REPORT OF A STUDY TO DETERMINE THE DEGREE TO WHICH THE PHYSICAL FACILITIES CURRENTLY BEING USED TO HOUSE APPROVED VOCATIONAL-TECHNICAL EDUCATION PROGRAMS IN ILLINOIS ARE ADEQUATE TO MEET THE NEEDS OF HANDICAPPED STUDENTS WHO WISH TO ENROLL.
Mid State Educational Consultants, Normal, Ill.
300
MF Available in VT-ERIC Set.
Descriptors-*Advisory Committees/*Facility Inventory/*Physically Handicapped/*Program Evaluation/*Vocational Education/Area Vocational Schools/High Schools/Post-Secondary Education
Identifiers-Illinois
This document reports of an investigation conducted by the Illinois Advisory Council on Vocational and Technical Education to assess the adequacy

of physical facilities currently being used to house vocational and technical education programs for handicapped students at the high school and post high school levels. Field surveys were used to make the assessments. The general finding and conclusion of the study was that vocational facilities for the handicapped in the state were generally inadequate; therefore, there are hundreds of handicapped students who could be expected to enroll in vocational programs if the school facilities could accommodate their needs. (SN)

VT019085
70
VOCATIONAL ASSESSMENT AND WORK PREPARATION CENTRES FOR THE DISABLED.
International Labour Office, Geneva (Switzerland).
100
EDRS Price MF-$0.65 HC-$3.29.
D.15/1970
Descriptors-Manuals/*Rehabilitation Centers/Rehabilitation Programs/*Vocational Rehabilitation/*Program Development/*Developing Nations/Vocational Training Centers/Vocational Development/*Physically Handicapped/Rehabilitation Counseling/Job Placement

The purpose of this manual is to provide a basic guide for governments and other organizations in developing countries who want to either establish vocational assessment and preparation centers or develop training facilities for disabled persons. Contents include: (1) establishing a vocational assessment and work preparation center; (2) staffing requirements, staff selection, and duties; (3) workshop organization and procedures; (4) identification and selection of rehabilitees; (5) case conference procedure; and (6) vocational training of the disabled. Appendices providing more detailed information supplement the text. (Author/SN)

VT017444
30 Jun 72
Schuman, Fred P.
VOCATIONAL ORIENTATION OF VISUALLY AND PERCEPTUALLY HANDICAPPED JUNIOR HIGH SCHOOL STUDENTS. FINAL REPORT.
Hartford City Board of Education, Conn.
300
MF Available in VT-ERIC Set.
Descriptors-Pilot Projects/*Handicapped Students/Handicapped Children/Educational Research/*Junior High School Students/Occupations/*Vocational Education/Careers/*Vocational Counseling/Occupational Guidance/*Blind Children

Summarized are the results of a project effort concerned with providing work orientation to legally blind and perceptually handicapped students in Hartford, Connecticut. Field trips followed by individual and group counseling sessions were used to expose students to the world of work. Only boys participated in the study. Questionnaire responses elicited from the students, with the help of their parents, provided the evaluation data. An analysis of the findings indicated that the project was not very successful

in its effort to provide students with useful job and vocational information. While all of the students were able to verbalize some extended knowledge, very little of the information was maintained. Recommendations made included: (1) More contact should have been made between the project administrator, field work supervisor, counselors, and teacher; (2) The fact that girls were dropped from the program points out an area for further study; (3) There was a need for more extensive supervision; and (4) Because the program was of some benefit to students, it should be extended on a statewide level. (SN)

VT016364

Sep 71 143p.; Oregon University

Wallace, Sydney June

A SURVEY OF HIGH SCHOOL VOCATIONAL EDUCATORS: OPINIONS ON INTEGRATING SPECIAL CLASS STUDENTS INTO REGULAR VOCATIONAL PROGRAMS.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

900

MF Available in VT-ERIC Set.

Vocational-Technical Education Curriculum Laboratory, Rutgers University, 4103 Building, Kilmer Campus, New Brunswick, New Jersey 08903 ($0.75)

Descriptors-*Regular Class Placement/*Special Education/*Educable Mentally Handicapped/Masters Theses/Secondary Grades/*Vocational Education Teachers/Interviews/Human Resources/Vocational Education/Classroom Integration

This master's thesis in special education examines the attitudes of vocational teachers towards the educable mentally retarded and their integration into regular vocational classes. Research findings concerning the strengths and weaknesses of special education classes were reviewed, citing faulty research design as the cause of inconclusive results. A questionnaire, developed through research, consultations, and several pilots, used open-ended interviews of 12 vocational teachers from two small high schools and 29 from two large high schools to analyze responses to ten questions about the educable mentally retarded in their classes. Data were expressed with percentages and illustrated with 25 graphs. Results indicate small rural schools with special classes and the use of experienced teachers would better integrate the retarded into regular programs, although teacher misgivings show the need for teacher training. Future studies with different cross sections of schools and more teacher contact with special education students are advisable. Difficulties with use of a special education resource person need to be resolved. A bibliography and the questionnaire are included. (AG)

VT015577

70 96p. PAES Collection

A SUMMER ENRICHMENT PROGRAM FOR YOUTH WITH SPECIAL NEEDS, DISADVANTAGED--HANDICAPPED.

Parma City School District, Ohio.

MF Available in VT-ERIC Set.

CVTE-000256

Descriptors-*Summer Programs/*Educable Mentally Handicapped/*Speech Therapy/*Hearing Therapy/Program Descriptions/Educational Philosophy/Educational

Objectives/Curriculum Guides/Learning Activities/Resource Materials/*Disadvantaged Youth/Elementary Grade/Secondary Grades

Identifiers-Attitudes Appreciations

For many years dedicated people have worked with handicapped youngsters who were disadvantaged due to handicaps such as underachieved, hearing difficulty, and speech defects. As these people entered high school they were often forced to compete with the "normal" population, and during the summer months youngsters usually forgot a large percentage of their achievement from the previous year. The purpose of this project is to provide a continuing program for these people to last the greater part of the summer vacation. The summer enrichment program consists of four learning groups: (1) hard of hearing, (2) speech therapy, (3) intermediate educable mentally retarded (EMR) and (4) junior high EMR. This document contains statements of philosophy, objectives, and evaluation procedures, plus course outlines, units of study, and suggested materials and activities. The document is illustrated with photos. (GEB)

VT015438

Jul 71 208p.

IN-SERVICE RE-TRAINING OF VOCATIONAL EDUCATION PERSONNEL TO AMPLIFY AND ENHANCE THEIR ROLE IN WORKING WITH DISADVANTAGED AND HANDICAPPED LEARNERS. FINAL REPORT OF A TEACHER TRAINING PROGRAM FOR VOCATIONAL EDUCATION TEACHERS AND SUPERVISORS.

Alabama Agricultural and Mechanical Univ., Huntsville; Auburn Univ., Ala.

EDRS Price MF-$0.65 HC-$9.87

OEG-0-70-1956(725)

Descriptors-*In-Service Teacher Education/*Institutes (Training Programs)/*Vocational Education Teachers/*Disadvantaged Youth/*Handicapped Students/Teaching Techniques/Teaching Methods/Follow-up Studies/Conference Reports/Workshops

Thirty vocational education teachers and supervisors who taught disadvantaged and/or handicapped students attended a 3-week in-service institute designed to: (1) provide them with the expertise to better understand the various problems of the disadvantaged and handicapped, and (2) provide training and self-exploratory experiences. Institute activities consisted of small group discussions and presentations by teaching consultants on such topics as factors contributing to low academic achievement, sociological influences on the disadvantaged, motivating disadvantaged students, and social aspects of the handicapped. Evaluation of the institute was accomplished by a rating scale and by three pre- and post-test instruments which assessed participants' perception of their knowledge, their attitutdes, and their cognitions regarding teaching the disadvantaged. During the 9 months following the institute, each participant was visited twice by institute personnel who provided further aid, observed the extent to which teachers were utilizing methods and techniques learned, and determined the effectiveness of the methods. Two 1-day workshops were held to discuss the results of the teaching methods and provide additional information. (SB)

VT014920
88p.
TRAINING PARAPROFESSIONALS TO SERVE THE DEAF. THE DEVELOPMENT OF A NEW INSTRUCTIONAL PROGRAM TO PROVIDE INCREASED SERVICES TO THE DEAF IN OCCUPATIONAL DEVELOPMENT.
Texas Education Agency, Austin. Div. of Occupational Research and Development; Dallas County Community Coll. District, Tex.
MF Available in VT-ERIC Set.
Descriptors-*Deaf/*Vocational Rehabilitation/*Educational Programs/*Subprofessionals/Curriculum Development/*Program Development/Program Planning/Manpower Needs/Manpower Utilization
In recognition of the unfulfilled special training needs of the deaf, this proposed project has a two-fold objective: (1) to develop a curriculum for the training of paraprofessionals to work with the deaf in educational, business, industrial, and service agency settings, and (2) to develop courses and programs for individuals interested in the deaf population. Included in the project are surveys of the needs of various agencies for paraprofessionals to work with the hearing impaired and development of certificate and associate degree programs for paraprofessionals. The proposed training program is outlined, including course of study and course descriptions for both 1-year and 2-year programs. (BH)

VT014823
Dec 71 61p.
IDENTIFICATION AND ACCOMMODATION OF DISADVANTAGED AND HANDICAPPED STUDENTS IN VIRGINIA COMMUNITY COLLEGES.
Educational Research Services, Inc., White Plains, N.Y.
MF Available in VT-ERIC Set.
Descriptors-*Handicapped Students/Disadvantaged Youth/*Community Colleges/*Statewide Planning/*Exceptional Child Education/*Special Programs/Federal Laws
Identifiers-*Virginia
Based on available data from the 22 community college regions in Virginia, this report estimates the potential number of disadvantaged and handicapped students in each region and examines the extent to which current programs are meeting their needs. Relevant federal legislation is described, including a definition of persons to be served and the major operating features of each program. The report outlines a program framework and describes an approach for implementing effective programs for the disadvantaged and handicapped in Virginia community colleges. (BH)

VT012237
70 16p.
Niederfrank, E. J.
DEVELOPING PROGRAMS FOR THE RURAL HANDICAPPED.
Department of Agriculture, Washington, D.C. Extension Service.
MF Available in VT-ERIC Set.
PA-961

Descriptors-*Handicapped/*Program Development/*Rural Areas/*Rehabilitation Programs/*Vocational Rehabilitation/Resources/Volunteers/Pilot Projects/Teamwork/Community Organizations

Handicapped persons in rural areas need help in order to receive rehabilitation services and employment opportunities. Public and private organizations can provide services through teamwork and action. The first step on the state level is to form a state rural areas committee on the handicapped, and the first step on the local level is to designate a group to provide administrative leadership. Specific actions that individuals or groups can perform are to take censuses, work with individual handicapped persons, determine job opportunities, and establish public relations networks. (GEB)

Journal Articles

EJ113862 CE502797
VOCATIONAL HORTICULTURE AT THE OHIO SCHOOL FOR THE DEAF
Newcomb, L. H.; Heilman, Jim Agricultural Education Magazine; 47; 11; 253 May 75
Descriptors-*Agricultural Education/*Instructional Programs/*Horticulture/*Deaf Children/*Partially Sighted/Elementary Secondary Education/Deaf
Identifiers-*Ohio School for the Deaf

EJ113856 CE502791
TEACHING THE DISADVANTAGED AND HANDICAPPED
Woehler, William Agricultural Education Magazine; 47; 11; 245-6 May 75
Descriptors-*Handicapped Students/*Vocational Education/*Teacher Role/*Teaching Techniques/*Disadvantaged Groups/Agricultural Education/Special Education/Student Teacher Relationship
Identifiers-Board of Cooperative Educational Services/BOCES
The Board of Cooperative Educational Services, Nassau County, New York conducts one of the most comprehensive occupational education programs for the handicapped tailored to fit individual needs and abilities. (Author/BP)

EJ112201 CE502581
SPECIAL NEEDS EDUCATION: A CASE OF NAME CALLING?
American Vocational Journal; 50; 2; 96-7 Feb 75
Descriptors-*Vocational Education/*Special Education/*Program Descriptions/*Educational Problems/*Special Programs/Rehabilitation Programs/Student Rehabilitation/Dropout Rehabilitation/Special Classes
Negative labeling harms by lumping together students with diverse learning problems; instead of diagnosing and treating their problems scientifically, students are stereotyped and relegated to watered down curricula and poor instruction, says one speaker. Other reports on vocational education's response to students special needs are briefly surveyed. (Author/AJ)

EJ112196 CE502576
T & I FOR THE HANDICAPPED? YOU'VE GOT TO BE KIDDING
American Vocational Journal; 50; 2; 78-83 Feb 75
Descriptors-*Vocational Education/*Handicapped Students/*Federal Legislation/*Educational Planning/*Vocational Development/Federal Aid/Special Education/Career Education
Since federal legislation extension of vocational education rights to the handicapped, increased education planning is necessary to actualize these rights for the handicapped. Vocational programs will be made accessible to those handicapped persons who have a reasonable chance for success. (EA)

EJ105429 CE501860

TECHNICAL EDUCATION FOR THE DEAF

Smith, Jack Technical Education Reporter; 1; 3; 28-32 Sep/Oct 74

Descriptors-*Technical Education/*Program Descriptions/*Deaf Education/*Job Skills/*Job Placement/Post-Secondary Education/Deaf/Handicapped Students/Ancillary Services/Communication Skills

Identifiers-National Technical Institute for the Deaf/NTID

The article describes the first national post-secondary technical program for the deaf and the first attempt to educate large numbers of deaf students on a college campus with hearing students. To date, 97 percent of all graduates have been placed in jobs which require their specific level of expertise. (Author/AJ)

EJ103734 CE501672

WHAT ABOUT THE VOCATIONAL SPECIALIST?

DeLoach, Benjamin Journal of Rehabilitation; 40; 5; 11, 13, 40 Sep/Oct 74

Descriptors-*Vocational Education/*Handicapped Students/*Career Education/Skilled Workers/Changing Attitudes/Federal Aid/General Education

Identifiers-*Vocational Specialist/Career Awareness/Georgia

The Vocational Education Awareness Program, which will be implemented in 23 of the largest school systems of Georgia, helps to provide handicapped students with necessary competencies for occupational entry and advancement. A key person in the program is the vocational specialist. (EA)

EJ102237 CE501535

THE CHALLENGE OF '68: A COMMITMENT THAT WON'T GO AWAY

Gentry, Don American Vocational Journal; 49; 6; 32-3 Sep 74

Descriptors-*Vocational Education/*Disadvantaged Groups/*Handicapped Students/*Educational Accountability/*Program Development/Educational Legislation/Individual Needs/Educational Innovation

EJ102204 CE501502

CAREER EDUCATION FOR THE HANDICAPPED: A PROJECT IN CAREER AWARENESS CURRICULA, MATERIALS, AND TEACHING FOR HEARING, PHYSICALLY, AND VISUALLY IMPAIRED CHILDREN K-6

Giesecke, Louise Illinois Career Education Journal; 31; 4; 9 Sum 74

Descriptors-*Career Education/*Deaf/*Physically Handicapped/*Visually Handicapped/Elementary Grades/Curriculum/Instructional Materials/Teaching Techniques

Identifiers-*Career Awareness/Illinois

EJ102202 CE501500

TO SERVE THOSE WHO ARE HANDICAPPED: A SPECIAL MODEL CONSTRUCT FOR CAREER EDUCATION

Szoke, Claire Illinois Career Education Journal; 31; 4; 2-5 Sum 74

Descriptors-*Career Education/*Vocational Education/*Handicapped/Mentally Handicapped/Emotionally Disturbed/Visually Handicapped/Neurologically Handicapped/Physically Handicapped/Deaf/Models
Identifiers-*Illinois

EJ101052 EC061817
A COOPERATIVE VOCATIONAL GUIDANCE COURSE FOR VISUALLY IMPAIRED STUDENTS-CLIENTS
Carroll, Lillian R.; La Barre, Alfred H. New Outlook for the Blind; 68; 4; 163-9 Apr 74
Descriptors-*Exceptional Child Education/*Blind/*Vocational Education/*Special Schools/*Program Descriptions/Visually Handicapped/Seniors/Field Trips/Decision Making

EJ100587 CE501338
BLIND WORKERS: A MATTER OF PERSPECTIVE; PLACEMENT COUNSELOR SEES MISCONCEPTIONS ABOUT HANDICAP AS BIGGEST JOB BARRIER
Marshall, Patricia Manpower; 6; 7; 14-20 Jul 74
Descriptors-*Blind/*Visually Handicapped/*Employment Opportunities/*Job Training/*Job Placement/Visually Handicapped Orientation/Workshops/Employment Problems/Disadvantaged Groups

EJ097961 EC061361
INTEGRATED PROGRAMS FOR THE MILDLY HANDICAPPED
Anttonen, John E. Academic Therapy; 9; 3; 235-40 W 73-74
Descriptors-*Exceptional Child Education/*Secondary School Student/*Work Study Programs/*Vocational Education/*Program Development/Handicapped Children/Administration/Program Effectiveness
Suggestions are made for improving high school work-study programs for the mildly handicapped which have tended to be self contained and segregated, and which have produced graduates who have high unemployment rates. (MC)

EJ097944 EC061344
FLORIDA'S INDUSTRIAL TRAINING LABORATORY FOR BLIND PERSONS
Hoskins, Len New Outlook for the Blind; 68; 3; 119-23 Mar 74
Descriptors-*Exceptional Child Education/*Blind/*Program Descriptions/*Industrial Arts/*Vocational Education/Visually Handicapped/Skill Development/Daily Living Skills/Employment/Technology
Described is the 6-month program of the Industrial Training Laboratory (Florida) that has graduated 50 blind persons in 5 years and has enabled 48 of the graduates to hold full-time competitive jobs. (Author/MC)

EJ097940 EC061340
CONSIDERATIONS FOR SERVING THE DEAF CLIENT
Silver, Norman H. Rehabilitation Literature; 35; 2; 41-7, 53 Feb 74

Descriptors-*Exceptional Child Services/*Aurally Handicapped/*Employment/*Vocational Education/*Vocational Rehabilitation/Deaf/Special Schools/Agency Role/Job Placement/Interviews/Employer Attitudes/Universities

Discussed are problems of deaf persons during the job interview and later employment, and suggested for special schools and vocational rehabilitation people are techniques for improving vocational preparation and employability of deaf individuals. (MC)

EJ097415 CE501008

EDUCATING THE HANDICAPPED IN BIOMEDICAL INSTRUMENTATION

Rosenbrier, Gilbert N. Technical Education Reporter; 1; 1; 58-61 May 74

Descriptors-*Physically Handicapped/*Community Colleges/*Technical Education/*Health Occupations/*Facility Requirements/Handicapped Students/Pilot Projects/Teaching Methods/Vocational Education/Biomedical Equipment

Identifiers-Biomedical Technology

Handicapped community college students recruited for a one-year pilot career program (Biomedical Equipment Technology) proved that when architectual barriers are removed, educational and career fulfillment become possible. Innovations introduced to assist handicapped students now benefit every college student; new programs for paraplegics and the deaf are being planned. (AJ)

EJ096139 EC060979

THE DEVELOPMENT OF A VOCATIONAL PROGRAM IN A RESIDENTIAL SCHOOL FOR THE VISUALLY HANDICAPPED

Coker, D. Gary New Outlook for the Blind; 68; 1; 25-8 Jan 74

Descriptors-*Exceptional Child Education/*Visually Handicapped/*Program Descriptions/*Vocational Education/*Program Development/Secondary School Students/Career Education/Residential Programs

EJ094675 EC050752

SIMULATION FOR SPECIAL EDUCATION

Schulz, Jane B. Education and Training of the Mentally Retarded; 8; 3; 37-40 Oct 73

Descriptors-*Exceptional Child Education/*Educable Mentally Handicapped/*Vocational Education/*Simulation/*Games/Mentally Handicapped/Teaching Methods/Job Skills/Vocational Adjustment

Provided are procedures for employment experience simulation in the form of a grocery store game for special teachers to use in vocational training of educable mentally retarded students. (MC)

EJ094657 EA504847

WHO GETS TO DO WHAT

Michelson, Stephan; Rice, Roger L. Inequality in Education; 16; 50-57 Mar 74

Descriptors-*Educational Legislation/*Vocational Education/*Handicapped/*Disadvantaged Youth/*Minority Groups/Statistical Data

Summarizes legislation affecting vocational education, and presents the results of a preliminary examination of statistics concerning vocational programs for disadvantaged and handicapped students. (Editor/JF)

EJ094074 CE500597

SERVING THE HANDICAPPED AND DISADVANTAGED IN SPECIAL PROGRAMS

Matters, Charles H. American Vocational Journal; 49; 2; 34-5, 42 Feb 74

Descriptors-*Vocational Education/*Special Education/*Guidance/*Special Programs/*Handicapped Students/Disadvantaged Youth/Student Needs/Articulation (Program)

There is a communication and articulation problem today between vocational educators and persons from special education and guidance. Those in special education, guidance and vocational education should effectively communicate and work together to solve the complex problem of providing quality vocational education for the handicapped and disadvantaged. (DS)

EJ087827 EC060046

CAREERS, TECHNOLOGY AND NTID

Frisina, Robert American Annals of the Deaf; 118; 5; 601-6 Oct 73

Descriptors-*Exceptional Child Education/*Aurally Handicapped/*Technical Education/*Employment Opportunities/*Program Descriptions/College Students/ Vocational Education/Trend Analysis

Identifiers-National Technical Institute for the Deaf

Discussed is the program of the National Technical Institute for the Deaf which prepares post-secondary school students for successful job placement, assists in developing professional manpower, and serves as a demonstration center to improve education of the deaf population. (MC)

EJ087822 EC060041

MAKING AND USING SELF TEACHING MOVIES IN THE OCCUPATIONAL EDUCATION CLASSROOM

Fonville, Wilson American Annals of the Deaf; 118; 5; 561-6 Oct 73

Descriptors-*Exceptional Child Education/*Aurally Handicapped/*Vocational Education/*Programed Instruction/*Instructional Media/Educational Methods/ Films/Photography

Identifiers-Colorado/Captioned Films

Development of film media to teach a dry cleaning program to deaf students at the Colorado School for the Deaf and Blind is described. (MC)

EJ087816 EC060035

MEDIATED CAREER EDUCATION AT THE MARIE H. KATZENBACH SCHOOL FOR THE DEAF

Lenox, James; Hamilton, Ronald American Annals of the Deaf; 118; 5; 531-37 Oct 73

Descriptors-*Exceptional Child Education/*Aurally Handicapped/*Career Education/*Audiovisual Aids/*Building Design/Special Schools/Program Descriptions/Media Technology/Acoustics

A comprehensive career education program which uses varieties of audio-visual aids for aurally handicapped students, 4 through 21 years of age, at the Marie H. Katzenbach School for the Deaf is described. (MC)

EJ087813 EC060032
THE FIVE-COUNTY VOCATIONAL SKILLS TRAINING PROGRAM, 1970-1972
Russell, Gene H.; Butler, David M. New Outlook for the Blind; 67; 7; 301-8 Sep 73
Descriptors-*Exceptional Child Education/*Visually Handicapped/*Vocational Education/*Regular Class Placement/*Case Studies (Education)/Senior High Schools/Program Descriptions
After reviewing the historical basis for the modern trend toward integrating visually handicapped secondary students into vocational skills training programs in the public schools, the authors describe a 3-year program in California in which a specialist in teaching visually handicapped students aided the regular vocational skills teacher. (Author)

EJ081381 EC052067
THE SELF-RELIANCE INSTITUTE: FILLING THE GAP IN WORK EXPERIENCE
Laurence, Marilyn New Outlook for the Blind; 67; 5; 221-5 May 73
Descriptors-*Exceptional Child Education/*Blind/*Vocational Education/*Self Esteem/*Program Descriptions/Visually Handicapped/Adolescents/Young Adults/Work Study Programs/Institutes (Training Programs)
An intensive 5-week residential, vocational program sought to establish a boot camp environment in which great demands were made upon 27 blind students (15- to 20-years-old), forcing them to achieve through a heightening of self-awareness and self-esteem. (Author/DB)

EJ080205 VT504970
CAREER DEVELOPMENT FOR DEAF ADULTS: BLUE HILLS BREAKS THE COMMUNICATIONS BARRIER
Dwyer, William A. American Vocational Journal; 48; 5; 37-39 May 73
Descriptors-*Adult Vocational Education/*Deaf Education/*Experimental Programs/*Welding/Team Teaching/Handicapped Students/Vocational Development
Identifiers-*Blue Hills Regional Vocational Technical School/Vocational Education Amendments of 1968
Describes in detail an experiment in team teaching that integrated deaf adults into a regular welding class and led to a career development program for adults with all types of physical and mental handicaps. (Editor)

EJ080128 VT504887
SILENT MINORITY
Merten, Barbara L. Illinois Career Education Journal; 30; 3; 24-27 Spr 73
Descriptors-*Vocational Education/*Educational Opportunities/*Deaf/*Educational Needs/*Post-Secondary Education/Technical Education/Program

Descriptions/Individualized Instruction/Student Personnel Services/Vocational Counseling

Programs providing vocational/technical opportunities for the deaf. (Editors)

EJ075989 AC502472

AN IMPORTANT EXPERIMENT IN FURTHER EDUCATION

Hutchinson, David; Clegg, Norman C. Training Officer; 9; 4; 109-11 Apr 73

Descriptors-Continuation Education/*Handicapped Students/*Industrial Education/*Vocational Education

Handicapped school-leavers find programs for vocational training as well as personal development. (GB)

EJ072921 VT504565

CAREER EDUCATION FOR THE HANDICAPPED

D'Alonzo, Bruno J. Illinois Career Education Journal; 30; 2; 34-37 W 73

Descriptors-*Career Education/Cooperative Education/*Handicapped/*Models/Professional Personnel/*Student Needs

A new model to deliver new services. (Editor)

EJ068293 EC050590

SUMMER PROGRAM FOR THE SPECIAL EDUCATION ADOLESCENT

Bocke, Joe Education and Training of the Mentally Retarded; 6; 4; 167-69 Dec 71

Descriptors-*Adolescents/*Exceptional Child Education/*Handicapped Children/Job Skills/Self Care Skills/*Summer Programs/*Vocational Education

Described is an 8 week summer program for 20 special education teenagers which focused on the transfer of learnings from a vocational program to practical vocational and domestic experiences. (GW)

EJ064838 AA513571

FITTING THE HANDICAPPED FOR JOBS

Krauch, Velma American Education; 8; 5; 28-32 Jun 72

Descriptors-*Educable Mentally Handicapped/Educationally Disadvantaged/*Employment Programs/*Job Training/Multimedia Instruction/Orthopedically Handicapped

With a focus on abilities rather than disabilities, Project Worker is demonstrating that handicapped students can learn marketable skills. (Editor)

EJ057755 VT503631

TEACHING THE BLIND AND PHYSICALLY HANDICAPPED TO TYPE

Cioban, Christine A. Business Education World; 52; 5; 5-7 May/Jun 72

Descriptors-*Blind/*Business Education/*Handicapped Students/*Teaching Techniques/*Typewriting

EJ054609 EC041395
TRAINING BLIND PERSONS TO WORK AS TAXPAYER SERVICE REPRESENTATIVES
Ward, Allan L.; Knoch, Elmo A. New Outlook for the Blind; 66; 3; 81-3 Mar 72
Descriptors-*Adults/*Employment/*Money Management/*Visually Handicapped/*Vocational Education
Identifiers-Arkansas

EJ051952 EC041104
BUSINESS EDUCATION CURRICULA IN SCHOOLS FOR THE DEAF
McDonald, Loretta Ann American Annals of the Deaf; 117; 1; 25-6 Feb 72
Descriptors-*Aurally Handicapped/*Business Education/*Curriculum/*Exceptional Child Education

EJ035588 VT502258
A CHALLENGE ACCEPTED
Warwick, Nurham O.; Moffitt, Marie C. Agricultural Education Magazine; 43; 10; 254-255 Apr 71
Descriptors-*Disadvantaged Youth/*Handicapped Students/Individual Needs/*Pilot Projects/Program Evaluation/Summer Programs/*Vocational Education
Identifiers-*North Carolina
New approaches for disadvantaged and handicapped in North Carolina. (Editor)

EJ035587 VT502255
VOCATIONAL TRAINING FOR THE EDUCABLE
Rudd, Jack A. Agricultural Education Magazine; 43; 10; 249 Apr 71
Descriptors-*Agricultural Education/*Educable Mentally Handicapped/*Educational Programs/High School Students/*Landscaping/Program Descriptions/Special Education/*Vocational Education
Using two advanced students as instructors, this program in Landscape Maintenance provided basic skills and a successful group experience in vocational education to several educable mentally handicapped students. (MU)

EJ035068 VT502259
MONTANA LOOKS AT THE EDUCATIONAL NEEDS OF HANDICAPPED AND DISADVANTAGED
Amberson, Max L.; Luft, Vern Agricultural Education Magazine; 43; 10; 256-257 Apr 71
Descriptors-*Agricultural Education/*Disadvantaged Youth/*Educational Needs/*Handicapped Students/Program Evaluation/Program Improvement/Secondary School Students/Vocational Agriculture
Identifiers-*Montana

EJ034015 VT502193

SCHOOL OFFERS DEAF PRODUCTION PRINTING EXPERIENCE

Industrial Arts and Vocational Education; 60; 2; 54-55 Feb 71

Descriptors-*Aurally Handicapped/*Graphic Arts/*Handicapped Students/*Industrial Education/Industrial Training/*Job Training/Printing/Vocational Education

Use of carbonless papers offers unique graphic arts training opportunities for handicapped. (Editor)

EJ028853 VT501906

HANDICAPPED STUDENTS LEARN BASIC SKILLS OF YARD, GARDEN AND HOME MAINTENANCE

Miller, Ron; Wood, Jay M. American Vocational Journal; 45; 8; 53-54 Nov 70

Descriptors-*Basic Skills/Educational Programs/Grounds Keepers/Home Management/Maintenance/*Mentally Handicapped/*Physically Handicapped/*Pilot Projects/*Vocational Education

Describes a yard, garden, and home maintenance program designed to enable handicapped students to become employable workers. (SB)

EJ025677 EC006301

A TRADE AND TECHNICAL INSTITUTE PROGRAM FOR DEAF AND HARD OF HEARING STUDENTS

Greenleaf, Gene Volta Review; 72; 6; 357-61 Sep 70

Descriptors-Adolescents/Adult Students/*Aurally Handicapped/*Exceptional Child Education/Job Placement/Technical Education/Trade and Industrial Education/*Vocational Education

EJ022974 JC500190

NEW DAY DAWNS FOR THE HANDICAPPED

Open Door; 6; 3; 19 Sum 70

Descriptors-*Cooperative Education/*Handicapped Student/*Junior Colleges/*Recreational Programs/*Vocational Education

Identifiers-*North Carolina

Providing classroom instruction and practical experience for those interested in working with the handicapped is currently the objective of Caldwell Community College and Technical Institute's recreational therapy technology program. (JO)

EJ018548 VT501344

ORGANIZING SHOP PROGRAMS FOR THE HANDICAPPED: A SUPERVISOR'S APPRAISAL AND A TEACHER'S EXPERIENCE

Haug, Eugene F.; Rifkin, Louis American Vocational Journal; 45; 4; 37-40 Apr 70

Descriptors-*Handicapped Students/Job Skills/Job Training/*School Shop/Shop Curriculum/*Vocational Education/*Vocational Education Teachers

A supervisor's and a teacher's views on the priorities of skill training for the handicapped. Basic concepts as guideposts for organizing shop programs as a part of a school system, and the role of the teachers are discussed. (SB)

EJ018547 VT501343

A NEW VO-TECH OPPORTUNITY FOR DEAF STUDENTS; THE NATIONAL TECHNICAL INSTITUTE FOR THE DEAF

Frisina, Robert American Vocational Journal; 45; 4; 33 36 Apr 70

Descriptors-Associate Degrees/*Deaf/Deaf Education/Deaf Research/Fedearl Legislation/Post-Secondary Education/*Trade and Industial Education/*Vocational Education

Presents the goals, purposes, and offerings of the National Technical Institute for the Deaf. (SB)

EJ018546 VT501342

THE BUSY HANDS OF DENVER'S HANDICAPPED

Keith, Vincent; White, Theodore R. American Vocational Journal; 45; 4; 30-32 Apr 70

Descriptors-Job Training/State Programs/*Vocational Education/*Vocational Rehabilitation/*Work Study Programs

Identifiers-*Denver Public Schools

Early history and present status of a work-study program, which includes classroom instruction and work experience at Goodwill Industries, for all handicapped students in Special Education classes. The program is coordinated by the public school system, the Goodwill Industries of Denver, and three state agencies. (SB)

EJ018545 VT501341

REACHING OUT FOR THE HANDICAPPED IN RURAL AREAS

Willis, Mary Ann; Lamb, Gerald American Vocational Journal; 45; 4; 27-29 Apr 70

Descriptors-Entry Workers/Job Skills/*Prevocational Education/State Programs/Student Characteristics/*Trainable Mentally Handicapped/*Vocational Education

Reported here is a four-county project that creates exploratory and job-training opportunities by providing services to schools. (Editor)

EJ018543 VT501339

VOCATIONAL EDUCATION OF THE HANDICAPPED IS A COOPERATIVE ENTERPRISE

O'Neil, Lawrence P. American Vocational Journal; 45; 4; 22-23 Apr 70

Descriptors-Federal Legislation/*Handicapped Students/*Interagency Cooperation/Mentally Handicapped/Physically Handicapped/Prevocational Education/*Vocational Education/*Vocational Rehabilitation

Identifiers-1968 Vocational Education Amendments

EJ016598 VT501193

MENTAL PATIENTS WORK BACK INTO SOCIETY

Brown, Janet K. Manpower; 2; 2; 23-25 Feb 70

Descriptors-*Federal Programs/Mental Illness/Program Descriptions/*Rehabilitation Programs/*Trainable Mentally Handicapped/*Vocational Education

Identifiers-*Manpower Development and Training Act/MDTA

A rehabilitation project at the Vermont State Hospital in Waterbury which provided job training for inmates in such occupations as maintenance men, farmhands, cook helpers, and general maids. (BC)

Current Projects

VTP 1836
Title: Architectural Barriers in Wisconsin's VTAE System and the Handicapped.

Initiator: Orville Nelson
Institution: University of Wisconsin-Stout, Menomonie
Sponsor: Wisconsin Department of Local Offices and Development, Madison
Duration: January 1, 1975 to June 30, 1975

Objectives: To determine what architectural barriers, including fixed equipment, presently exist to handicapped persons in the State of Wisonsin's Vocational, Technical and Adult Education system's institutions, and their subsequent system-wide implications for future educational planning for the handicapped person.
Methodology: (1) Develop a checklist to determine architectural barriers based upon the American Institute of Architects recommendations and complete one checklist for all VTAE district campuses. (2) Determine the presently existing architectural barriers for each VTAE district campus. A sample architectural barrier would include building entrances and exist, elevators (if a multi-story building, fire escapes, restroom facilities, interior doors, ramps, and corridors. (3) Determine the existing architectural and equipment barriers in classrooms, laboratories, learning centers, media resource centers, food service areas, and recreation areas in each VTAE district campus, and (4) Develop a checklist/rating scale which can be utilized to determine the campus modifications required to offer programs for persons with mobility limitations. Federal funds total $3,132.00.

VTP 1853
Title: Development of Instructional Materials for Use by Home Economics Teachers with EMR Students.

Initiator: Fern M. Horn
Institution: University of Wisconsin, Stevens Point, Wisconsin
Sponsor: Wisconsin State Department of Public Instruction, Madison
Duration: September 1, 1973 to June 1, 1975

Objectives: (1) To identify and review available curriculum materials in home economics which have been developed for use with the educable mentally retarded students, (2) To determine gaps in the materials needed for teaching these students, (3) To develop instructional materials which will help the

home economics teacher in either situation, (4) To field test the materials with home economics teachers who have the EMR students in either situation, and (5) To conduct in-service programs or workshops for interested teachers in the development and utilization of materials.
Methodology: (1) Review by project personnel of available curricula for the area of home economics which was developed for use in teaching of educable mentally retarded students, (2) Selection of classroom teachers who will serve as consultants and field test the materials, (3) Identification of the concepts to be developed which will help close the gap in the materials available, (4) Continued development of materials, (5) Field testing of materials by selected teachers, (6) Analysis of data obtained from field testing, (7) Revision of materials, and (8) Compilation of preliminary report. Federal funds total $9,000 for Phase I.

VTP 1917
Title: Individualized Vocational Visual Media for Deaf Students

Initiator: Doyce Tarkington
Institution: Arkansas School for the Deaf, Little Rock, Arkansas
Sponsor: Arkansas State Department of Labor, Little Rock
Duration: February 1, 1975 to December 31, 1976

Objectives: To develop a visual aid system to enhance the learning of deaf students. More specially the objectives are to: (1) Field test individualized sequential learning packages in at least nine vocational exploratory areas, (2) Increase the learning abilities of deaf students through single concept visuals media and hands-on activities, and (3) Enable deaf students to perform at a higher degree of confidence and independence.
Methodology: It is proposed that visual media be developed for the vocational exploratory course to enhance the learning of handicapped students at the School for the Deaf. Many of the students have multi-handicaps and progress at different rates; therefore, single concept learning packages would permit individualized instruction. The School for the Deaf provides numerous skill programs which are appropriate for deaf students. It would appear that individualized learning carrels would be a great asset to the overall vocational training endeavor at the school. Federal funds total $4,530.00.

VTP 1649
Title: Assessment of the Influence of Special Vocational Programs Upon the Attitudes of Rural Disadvantaged Adolescents.

Initiator: Herbert M. Handley
Institution: Mississippi State University, Mississippi State, Mississippi
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 30, 1974 to May 30, 1975

Objectives: (1) To determine how well vocational education programs have been accepted by special needs students, (2) To measure the influence of the special programs for disadvantaged, and (3) To determine the relationship of the students' progress in the special programs, as assessed by their instructors, to the development of their behaviors related to self concept, attitudes toward school, work values, and vocational choice.
Methodology: The research schedule is conceptualized in three phases: (1) selection of participants and instruments, (2) collection of data, and (3) analysis of data and reporting of results. The final report would be an evaluative study to determine whether participation in a special vocational program for training educationally disadvantaged adolescents is influential in developing selected attitudes among students that are conducive to their attaining positive vocational commitments.

VTP 1654
Title: Assessment of Need in Programs of Vocational Education for the Disadvantaged and Handicapped,

Initiator: Edgar A. Parsons
Institution: System Science, Inc., Chapel Hill, North Carolina
Sponsor: U.S. Office of Education, Washington, D.C. Bureau of Occupational and Adult Education
Duration: June 25, 1974 to June 25, 1975

Objectives: (1) To analyze and evaluate the more effective programs which are helping the designated target population to succeed in vocational education, (2) To estimate needs for current programs to achieve demonstrated effectiveness levels (eliminate dropouts and expected failures, and enroll those wishing to be served), and (3) To analyze findings in terms of selected administrative and budgetary implications of voc-ed for the selected target populations.
Methodology: A coordinated approach has been developed which will achieve these objectives efficiently. The approach consists basically of three coordinated and mutually reenforcing activities - determining the state-of-the-art by a seminar process, State Plan anlyses, and a field survey. These activities are to be supported by (1) updating an extensive existing compilation of literature and (2) continuing education and guidance from an expert Advisory Committee. It is proposed that the final documentation will consist of two major components: a final report and a compendium of descriptions of successful programs. The final technical report will document the procedures and results of all the tasks described above. Further, it will synopsize successful programs which have been identified and synthesize all recommendations for program improvement.

VTP 1362
Title: Career Education for the Handicapped.

Initiator: Mary F. Loken
Institution: Springfield School District #186

Sponsor: Illinois State Board of Vocational Education and Rehabilitation, Springfield. Division of Vocational and Technical Education.
Duration: April 15, 1974 through April 14, 1975

Objectives: (1) Using as a base an already developed model for a career education program for the handicapped (RDC-A3-121), refine and develop inadequate or non-existent areas into visible components necessary for operationalizing a model program, and subsequently incorporate these components into a comprehensive model. (2) Implement and field test the model at a specific local educational agency (secondary level); subsequently refine the field-tested model into a detailed manual of operational procedures applicable to a systemwide secondary level career education program for the handicapped.
Methodology: The refinement and field testing of a model career education program for the handicapped will include the following tasks: to find and assess additional components needed to complete the model; to determine which aspects of the model already are operational in the Springfield Public Schools and those that still need to be implemented; to develop and field tested model into a detailed manual of operational procedures which will serve as a guide for the implementation of model components in a variety of school settings. Federal funds total $30,000.00.

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